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EXPERIENCES OF THE DRAPER E AND D PROJECT FOR THE OMAT PROGRAM, OPERATION RETRIEVAL--YOUTH. SEVENTH PROGRESS REPORT, SEPTEMBER 1-30, 1965.

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MATERIALS RELATING TO VARIOUS ASPECTS OF THE CENTER'S VOCATIONAL EDUCATION PROGRAM FOR YOUNG INMATES ARE PRESENTED TO SHOW A DEVELOPMENTAL PICTURE OF THE PROGRAM. OF 650 INMATES, 372 APPLIED FOR TRAINING, 50-60 WERE REFERRED TO ACADEMIC SCHOOL, 120 WERE SERVED, 109 GRADUATED, 50 WERE EMPLOYED, 59 WERE AWAITING PAROLE, AND 120 WERE AWAITING TRAINING. A DESCRIPTIVE REPORT COVERS (1) RECRUITMENT AND SELECTION, (2) TESTING PROCEDURES, (3) PREVOCATIONAL TRAINING, (4) THE USE OF PROGRAMED INSTRUCTION, AND (5) THE DEVELOPMENT OF PROGRAMED INSTRUCTION WHICH INCLUDES AN EXPLANATION OF MATHETICAL PROGRAMING TECHNIQUES, EXAMPLES OF MATHETICAL COMPARED WITH LINEAR AND BRANCHING PROGRAMS, AND A DESCRIPTION OF MATHETICS USED IN PREPARING LOCAL PROGRAMED MATERIALS BY INMATES IN A VOCATIONAL COURSE FOR TECHNICAL WRITERS, (6) FIELD TESTING PROGRAMED MATERIALS, (7) EXPERIMENTS IN PROGRAMING MATERIALS, (8) MOTIVATION, (9) JOB DEVELOPMENT AND PLACEMENT, (10) COUNSELING, (11) PROGRAM FOR COLLEGE COOPERATIVE STUDENTS IN COUNSELOR TRAINING, (12) SAMPLE QUESTIONNAIRES USED IN GRADUATE FOLLOWUP STUDIES, (13) COMMUNITY INVOLVEMENT, AND (14) PROCEDURES FOR PROJECT EVALUATION. (EM)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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EXPERIENCES OF THE DRAPER E & D PROJECT

for the

OMAT PROGRAM - OPERATION RETRIEVAL: YOUTH

VT 02194

EXPERIENCES OF THE DRAPER E & D PROJECT

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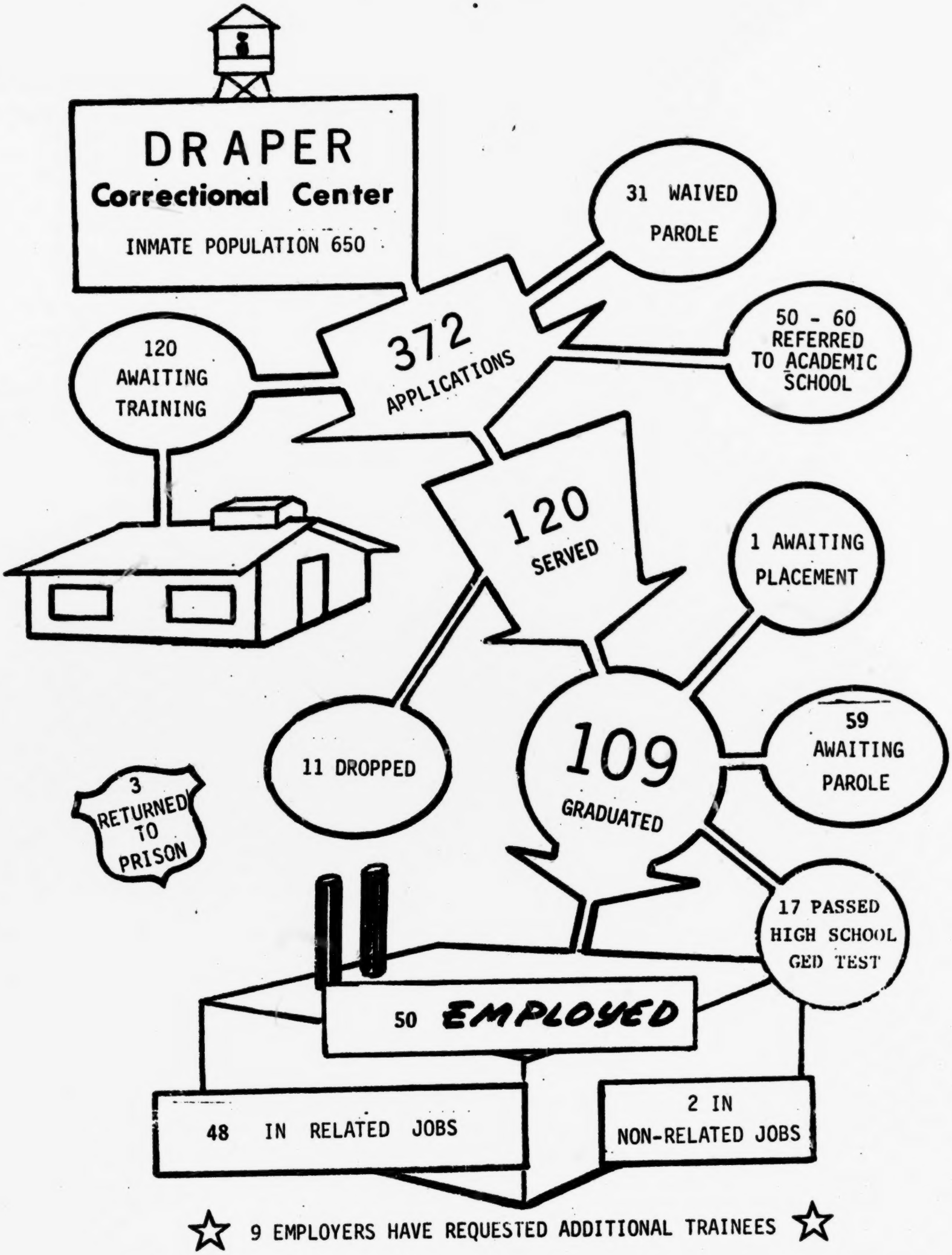
OMAT Program - OPERATION RETRIEVAL: YOUTH

Our experimental and demonstration project at Draper Correctional Center in Elmore, Alabama, is concerned with the training and placement of youthful inmates. Vocational training is being offered for jobs as combination welders, small electrical appliance repairmen, auto service station mechanic-attendants, bricklayers, barbers, radio-television repairmen, and technical writers. Intensive counseling and both social and basic education courses are complementing vocational training.

The experimental features of this project are exploring whether:

1. Intensive vocational and personal counseling can alleviate the behavioral problems of these inmates, enabling them to become working members of our society who are capable of adjusting to the demands placed upon them.
2. Direct family counseling can effect an easier transition from the prison to the home and also improve the community's acceptance of the individual .
3. Volunteers can be recruited for the surrounding communitites to assist in the prerelease program.
4. The community can be induced to establish local committees to sponsor individual inmates who will be paroled to the community.



☆ 9 EMPLOYERS HAVE REQUESTED ADDITIONAL TRAINEES ☆

RECRUITMENT AND SELECTION

ANNOUNCEMENTS of vocational courses were posted on all bulletin boards at Draper Correctional Center and at the Classification Center of the entire prison system.

ENROLLMENT forms were made available in the guard's office to all inmates who wished to be considered for training.

Applicants were INTERVIEWED and TESTED by the Counseling Division. They were administered the Metropolitan Achievement Test (AM), and Kuder Vocational and Personal Inventories by the counselors. The General Aptitude Test Battery was administered by the State Employment Service.

A SCREENING COMMITTEE, composed of the Project Director, Assistant Director, Warden, Placement Officer, Counselor, and a member of the State Pardons and Paroles Board, screened out applicants for training on the basis of data obtained from interviews and tests administered (age, past work experience, interest aptitude, health, and educational level) and historical data furnished by the Board of Corrections and the Prison Classification Center (parole date, length of sentence, holdovers, type of sentence, etc.)

Many applicants were eliminated because they were sex offenders, users of narcotics, or their sentences were "too long" or "too short" for their parole dates to coincide with the end of training. We were then compelled to accept trainees whose basic education level was too low for them to perform shop-related studies designed for the 7-9 grade level without extensive training in basic education.

WE LEARNED THAT EVALUATION OF POTENTIAL TRAINEES THREE TO SIX MONTHS IN ADVANCE OF BEGINNING OF COURSES WOULD ALLOW US TO REFER POTENTIAL TRAINEES WITH GREAT BASIC EDUCATIONAL DEFICIENCIES TO THE EXPERIMENTAL ACADEMIC SCHOOL, ALSO AT DRAPER. THERE THEY COULD INCREASE THEIR GRADE LEVEL IN LANGUAGE ARTS AND MATHEMATICS THROUGH THE USE OF INDIVIDUALIZED INSTRUCTION AND, AS A RESULT, COULD ENTER THE NEXT SESSION OF THE VOCATIONAL TRAINING PROJECT BETTER PREPARED TO DO THE REQUIRED WORK.

WE ALSO LEARNED THAT AGE LIMITATION RESTRICTED FROM TRAINING APPLICANTS WHO MET ALL THE OTHER CRITERIA FOR SELECTION; THUS, WE REQUESTED PERMISSION FROM OMAT TO RAISE THE AGE LIMIT FROM 16 TO 21 YEARS OF AGE TO 16 AND UP, AND

WE WERE ALLOWED TO CONSIDER APPLICANTS WHO HAVE HIGHER GRADE LEVELS AND ARE READY FOR VOCATIONAL TRAINING.

THE EARLY EVALUATION OF POTENTIAL APPLICANTS FOR TRAINING SHOULD BE SO CONSTRUCTED AS TO ALLOW THE COUNSELORS AND REMEDIAL INSTRUCTOR TO PREPARE AN INDIVIDUAL PRESCRIPTION FOR EACH POTENTIAL TRAINEE BASED ON HIS EDUCATIONAL DEFICIENCIES AND HIS TARGET TRAINING REQUIREMENTS.

ARRANGEMENTS ARE BEING MADE WITH THE CLASSIFICATION OFFICER FOR THE COUNSELORS TO INTERVIEW ALL INCOMING INMATES, TO TEST THEM, AND TO EVALUATE THEM IN ORDER TO HOLD ELIGIBLE APPLICANTS IN RESERVE FOR FUTURE VOCATIONAL CLASSES. SUCH AN ARRANGEMENT WOULD ALSO ELIMINATE OUR HAVING TO TAKE APPLICANTS AWAY FROM SCHEDULED WORK DETAILS FOR TESTING AND INTERVIEWING AT THE TIME TRAINING COURSES BEGIN.

TESTING PROCEDURES

In addition to their use in determining true achievement levels, California and Metropolitan Achievement Test SCORES were studied, along with I.Q. test results, to prepare individual prescriptions for REMEDIAL training. Posttest achievement scores were used in determining grade placement gain as well as a basis for recommending students to take the GENERAL EDUCATION DEVELOPMENT TEST for the equivalency of a high school diploma.

Pretests prepared by the remedial instructor, or California Test Bureau's short, branching-type programs were used to determine in what particular parts of a learning area students were deficient. If a student knew the material, he was able to complete the program or pretest quickly. If he had significant information gaps, he took much longer to complete the test or program and the additional work he needed became obvious. These pretests and programs were used so that students would always be directed to learning materials they did not know and would not be required to go through materials they had already mastered.

TESTING MANIPULATIVE APTITUDES: SINCE IT IS POSSIBLE FOR A PERSON TO HAVE THE PROPER EDUCATIONAL LEVEL AND ABILITY TO LEARN A PARTICULAR VOCATION AND STILL LACK DEXTERITY NECESSARY TO PERFORM THE MANIPULATIVE SKILLS FOR HIS CHOSEN VOCATION, A DEVICE HAS BEEN DEVELOPED FOR TESTING PROSPECTIVE STUDENTS IN AN ATTEMPT TO LEARN IF THEY WILL BE ABLE TO PERFORM SATISFACTORILY IN CERTAIN TRADE AREAS THAT REQUIRE MANIPULATIVE APTITUDES. THE TESTING DEVICE WAS DEVELOPED BY AUTO SERVICE STATION MECHANIC-ATTENDANT INSTRUCTOR.

THE DEVICE, WHICH IS MADE UP OF VARIOUS FASTENERS HOLDING TOGETHER ASSORTED MECHANICAL PARTS, WAS DESIGNED TO HELP IDENTIFY TWO THINGS ABOUT A PROSPECTIVE STUDENT:

1. HIS ABILITY TO MANIPULATE HAND TOOLS, AND

2. HIS ABILITY TO REASON OUT OR SOLVE PROBLEMS.

WE ARE TRYING THIS DEVICE OUT WITH PRESENT APPLICANTS FOR TRAINING. AN ANALYSIS WILL BE MADE OF INFORMATION THAT IS GAINED FROM ADMINISTERING THE TEST TO TRY AND FIND VARIOUS CORRELATIONS THAT WILL BE OF POSSIBLE USE IN SELECTING CANDIDATES FOR CERTAIN VOCATIONAL TRAINING AREAS, BUT WE WILL NOT HAVE RESULTS OF THIS ANALYSIS UNTIL THE PRESENT TRAINEES ARE WELL INTO THEIR COURSES. EVENTUALLY, VALIDITY AND RELIABILITY STUDIES WILL BE MADE OF THIS PERFORMANCE TEST.

PREVOCATIONAL TRAINING

> Experiences in training the first group of students taught us that we did not know enough about the applicants, nor did they understand enough about the school program. Particularly was this true of the student's understanding of the importance of remedial and supplementary training. A few students were well into their training before we realized that they lacked the manipulative aptitudes necessary to perform the trades in which they were training.

WE, THEREFORE, PLANNED AND CONDUCTED A PREVOCATIONAL TRAINING TIME FOR APPLICANTS FOR THE SECOND SECTION OF TRAINING. DURING THE PREVOCATIONAL TRAINING PERIOD, ALL POTENTIAL STUDENTS WERE EXPOSED TO THE AVAILABLE COURSES FOR A FEW DAYS DURING WHICH TIME THE INSTRUCTORS EXPLAINED TO THE APPLICANTS THE FEATURES OF THEIR PARTICULAR COURSES, PRESENTING BOTH GOOD AND BAD POINTS. PROSPECTIVE STUDENTS WERE GIVEN INFORMATION AS TO THE SALARIES THEY COULD EARN, JOB POSSIBILITIES, AND THE PROGRESS AND PLACEMENT OF PREVIOUS STUDENTS IN THE PARTICULAR TRADE AREA. INSTRUCTORS INFORMED STUDENTS AS TO WHAT WOULD BE EXPECTED OF THEM, RELATED THE VOCATIONAL TRAINING TO THE REMEDIAL AND SUPPLEMENTARY TRAINING THE STUDENTS WOULD RECEIVE, AND ALLOWED THE CANDIDATES TO PERFORM SOME RELATED TASK IN THE TRAINING COURSE PRIOR TO THEIR MAKING FINAL CHOICE OF COURSES.

THE PREVOCATIONAL TRAINING PERIOD PROVIDED APPLICANTS A TIME TO ASSESS THEMSELVES, TO INVESTIGATE THE RESPONSIBILITIES AND PRIVILEGES OF PARTICIPATING IN THE VOCATIONAL TRAINING PROJECT, AND TO MAKE SOUND CHOICES OF TRAINING BY BECOMING MORE INFORMED ABOUT WHAT IS INVOLVED. ONE INSTRUCTOR DEVISED A DETAILED APTITUDE STUDY WHEREBY ALL POTENTIAL CANDIDATES COULD EXAMINE EACH VOCATIONAL TRAINING AREA ACCORDING TO THE KNOWN FACTORS OF THEIR OWN APTITUDES. (REFER TO ATTACHED EXAMPLE.)

FROM AN EVALUATIVE STANDPOINT, INSTRUCTORS FELT THAT THE STUDENTS IN THE SECOND SECTION OF TRAINING WERE MORE ADJUSTED TO THE COURSE REQUIREMENTS AS THEY BEGAN ACTUAL TRAINING AND THAT THE SELECTION OF STUDENTS WAS GREATLY IMPROVED. ALTHOUGH THEY FELT APPLICANTS COULD BE PROVIDED PREVOCATIONAL TRAINING IN A MUCH SHORTER PERIOD OF TIME--A MAXIMUM OF THREE DAYS, ROTATING ONE-HALF DAY PER COURSE.

Evaluate vocational courses according to your interest, aptitude, and goals as: Excellent
Good
Fair
Poor

Individual or job Characteristics	Auto S.S. Mech.-Attend.	Brick-layer	Barber	Elec. Appliance Repairman	Radio-TV Rprman	Welder	Technical Writer
APTITUDE							
MONEY							
JOB SECURITY							
WORKING CONDITIONS							
WORKING HOURS							
CHANCES FOR ADVANCEMENT							

During their visits to each vocational training class, students were given information pertaining to the particular trade as to aptitudes necessary to learn the trade, possible working conditions, working hours, initial and eventual earning possibilities, job security, and chances for advancement.

One instructor had students to prepare the above chart and evaluate areas of training according to their individual traits, as they visited each vocational training area. They were also taught how to weigh certain factors that might seem to conflict in an effort to decide which of the characteristics were most important to them.

When completed, the chart was helpful to students in seeing that they had earnestly considered all training possibilities. They were able to determine if their original choices of training had been appropriate, or if they needed to make a change.

USE OF PROGRAMMED INSTRUCTION

The primary objective of the remedial training course was to overcome deficiencies in language arts, mathematics, and many other areas of knowledge essential to a particular vocation. A secondary objective was to evaluate the effectiveness of programmed instructional materials as a teaching technique.

THE DRAPER E & D PROJECT IS EMPLOYING AN ADAPTATION OF PROGRAMMED INSTRUCTION TO THE VOCATIONAL TRAINING OF DISADVANTAGED YOUTH. IN A PROGRAMMED LESSON, THE MATERIAL IS ARRANGED IN RELATIVELY SMALL STEPS, EACH BUILDING UPON THE PRECEDING ONE SO THAT THE STUDENT CAN PROCEED GENERALLY WITH MINIMAL ERROR. THE PROGRAM REQUIRES FREQUENT RESPONSES FROM THE STUDENT. AFTER EACH RESPONSE, HE IS GIVEN PROMPT CONFIRMATION OR CORRECTION. WHEN LEARNING FROM A PROGRAM, EACH STUDENT IS FREE TO PROCEED AT HIS OWN PACE. ALL OF OUR BASIC EDUCATION IS TAUGHT BY PROGRAMMED INSTRUCTION. IN THE FIRST SECTION OF TRAINING, STUDENTS DEMONSTRATED A .9 AVERAGE GRADE PLACEMENT GAIN BETWEEN PRE- AND POSTTESTING ON CALIFORNIA ACHIEVEMENT TESTS IN 192 HOURS OF INSTRUCTION. THE SECOND SECTION TRAINEES ACHIEVED A 1.0 AVERAGE GRADE PLACEMENT GAIN ON METROPOLITAN ACHIEVEMENT TESTS IN 148 HOURS OF INSTRUCTION. AS A RESULT OF HIS EXPERIENCES IN USING PROGRAMMED INSTRUCTION TO OVERCOME TRAINEES' DEFICIENCIES IN LANGUAGE ARTS, MATHEMATICS AND OTHER AREAS OF KNOWLEDGE ESSENTIAL TO THEIR VOCATIONAL TRAINING, THE REMEDIAL (BASIC EDUCATION) INSTRUCTOR PREPARED A PAPER, "THE USE OF PROGRAMMED INSTRUCTION IN VOCATIONAL TRAINING," WHICH IS ATTACHED.

TO EVALUATE THE EFFECTIVENESS AND EFFICIENCY OF SELF-INSTRUCTIONAL MATERIALS AS A TEACHING TECHNIQUE IN VOCATIONAL TRAINING, WE MUST STATE, AT THIS POINT, THAT GAINS MADE BY THESE STUDENTS SHOULD PROBABLY NOT BE ATTRIBUTED ENTIRELY TO THE USE OF INDIVIDUALLY PRESCRIBED PROGRAMMED INSTRUCTION. OTHER INSTRUCTORS SUPPLEMENTED AND REINFORCED THE KNOWLEDGE STUDENTS ACQUIRED IN THE REMEDIAL CLASS, AND WE BELIEVE THAT THE DEGREE OF COOPERATION OF THE OTHER INSTRUCTORS IN STRESSING THE NEED AND IMPORTANCE OF THE REMEDIAL TRAINING PLAYED AN IMPORTANT ROLE IN STUDENT PROGRESS. SUCH VARIABLES AS TEST VALIDITY AND DIFFERENCES IN DEGREES OF MOTIVATION, INTELLIGENCE, AND ATTITUDES ALL BEAR UPON THE EFFECTIVENESS OF VARIOUS PROGRAMMED MATERIALS.

OF SIGNIFICANT IMPORTANCE TO THE SUCCESS OF PROGRAMMED INSTRUCTION IN REMEDIAL TRAINING IS THE PREPARATION OF A DIAGNOSTIC EVALUATION OF A STUDENT'S EDUCATIONAL DEFICIENCIES AND A TAILOR-MADE PRESCRIPTION FOR EACH TRAINEE WHEREIN WE ARE ABLE TO DEMONSTRATE TO HIM THAT HE WILL BE GIVEN BASIC EDUCATION IN ONLY THOSE AREAS IN WHICH HE IS DEFICIENT. WE LEARNED ALSO THAT THE TRAINEES WOULD TRY MUCH HARDER TO LEARN REMEDIAL SUBJECTS WHEN THEY COULD RECOGNIZE A SPECIFIC RELATIONSHIP TO THEIR VOCATIONAL TRAINING OBJECTIVES.

PROVIDING REMEDIAL INSTRUCTION FOR 30 TRAINEES AT A GIVEN TIME, ALL OF WHOM HAD VARYING EDUCATIONAL DEFICIENCIES, WAS A TASK THAT ONE INSTRUCTOR AND HIS ASSISTANT COULD NOT HAVE SUCCESSFULLY ACCOMPLISHED WITHOUT PROGRAMMED INSTRUCTION. THE PROPER USE OF THIS TECHNIQUE CAN INDIVIDUALIZE INSTRUCTION TO FIT THE MANY NEEDS OF EACH STUDENT.

THE USE OF PROCRAMMED INSTRUCTION IN VOCATIONAL TRAINING

Programmed instruction is the solution to many problems in Vocational Education. Its use in skill training, related study, and remedial education can improve a student's ability to learn. It can also aid the teacher by allowing him more time to assist each student in all aspects of his vocational training. If programmed instruction is to be an effective method of teaching vocational education, certain preparations and procedures should be based upon the needs of an individual.

The specific use of programmed instruction is dependent upon a person's interest and attitude. In a number of ordinary learning situations--in public schools, for example--there is a sort of "functional autonomy" operating: the student frequently attends to his lesson and masters enough material merely because he is expected to do so--or because he has no other choice if he is to make passing grades. Not so with the population group of young adult inmates whose anti-social attitudes successfully competed with learning under traditional methods of teaching. These young offenders were dropouts because neither school nor anything else could motivate them to learn material they could not visualize as a prerequisite toward reaching their goals.

Consequently, it was necessary to inculcate in these youth desirable attitudes and goals. Their acceptance of new goals through guidance in self-understanding led them to demand honest treatment in their educational pursuits--the instructional materials and methods be distinctly relevant to the new goals they had chosen. No matter how novel the material and enticing the secondary rewards for learning it, these students are not long interested in learning information for which they have no practical use.

Because the attitudes of students toward programmed instruction, or any particular programmed course, are largely related to their vocational interests, the students in bricklaying, for example, require a prescription of only that math--division, fraction, percentages--related to their vocation, while the more advanced students in TV repair find a prescription of algebra essential to their chosen field. To properly prescribe programmed instruction for stddents, questions as regards goals and occupational requirements must first be rigorously determined and stated. For example, if a student has chosen to become a small electrical appliance repairman, how much math and what type math is required of such a repairman at an entry level in this trade? What specific language arts should he know?

It is relatively simple to make the men aware that a certain amount of basic education is essential to all students--that they must be literate enough to learn verbal subject matter that is applicable to their vocational goals--but assessing precisely what they know and do not know is quite a difficult task. Although accurate evaluation of the students cannot be obtained solely by the use of standardized achievement tests, it was supposed that the results of such tests would provide a sound basis for evaluating their knowledge in reading, mathematics, and English. However, this supposition failed to take into account

low test-motivation of the part of some students and the fact that many purposely did poorly, believing that a low score would enhance their chances of being accepted for training. Thus, test results in many instances were of limited value in determining true levels of academic achievement. Needless to say, measures have been taken to obtain more reliable scores by explaining and emphasizing to the students that these tests are primarily for the prescription of programmed instruction courses that will improve their deficient areas.

A refined assessment of students' deficiencies must complement achievement test results in order that "parts" of programs can be prescribed for them. Thus the students will, ideally, always be directed to learning what they do not know and will not be required to go through hundreds of programmed "frames" of what they have already mastered. Our experience shows that boredom and task satiation can be managed far better if a student's "prescription" is tailored specifically to his needs.

The following is our standard procedure for developing an individualized evaluation and prescription for each student.

Initially, records of the student's intelligence and education levels are studied. These records give a general idea of the student's capabilities and areas of deficiency.

Next follows a consultation with each vocational instructor. Areas of principal importance to each particular vocation are discussed. The remedial instructor can learn from the vocational instructor what particular characteristics and abilities he has observed while each student works in his shop and classroom. For example, the bricklayer instructor found one student unable to read a scale ruler.

The third step is to conduct an interview with the student for the purpose of discussing with him his attitude and knowledge about programmed instruction. Questions are answered and misconceptions are clarified, after which specific weaknesses and needs of the student are pointed out to him.

Following the latter interview, tentative courses are listed for a student to take. Pre-tests are then given to determine whether or not the student needs a particular course or any part of it. If not, the prescription is altered and pre-tests are again given. Primarily, these pre-tests are prepared by the instructor; however, we have found that the short California Test Bureau's branching-type programs serve as adequate pre-tests in certain areas, especially in basic mathematics and English grammar. If a student knows the material, he will be able to complete the program quickly. If he has significant information gaps, he will take much longer and will need additional work.

As soon as the final prescription is formulated, the student is given the programs and told their purposes and how they relate to his vocation. He is also shown how to use the programs before he begins working on them under supervision.

Used correctly, programmed instruction is an efficient and effective educational device designed to meet the specific needs of the individual student. When materials are correlated with the precise vocational needs and educational deficiencies of the student, his performance improves. As a result, he will be better prepared for a new life.

DEVELOPMENT OF PROGRAMMED INSTRUCTION

> Our E & D features included experimentation with the construction of programmed materials that would serve as adjuncts to existing training materials, as well as materials that would replace those which are inadequate to teach performance of rapid and sequential movements required in certain vocational areas.

THE DRAPER MDTA PROJECT IS ALSO DEVELOPING PROGRAMMED INSTRUCTIONAL MATERIALS IN THE VOCATIONAL AREAS OF BARBERING, WELDING, ELECTRICAL APPLIANCE REPAIR, RADIO-TELEVISION REPAIR, AUTO SERVICE STATION MECHANIC-ATTENDANT, TECHNICAL WRITING, AND BRICKLAYING. OTHER PROGRAMS ARE BEING DEVELOPED IN PERSONAL-SOCIAL RELATIONS AND BASIC EDUCATION.

THE ACTUAL PROGRAMMING TECHNIQUE EMPLOYED IS CALLED MATHETICS, WHICH USES TASK ANALYSIS PROCEDURES AND A GREAT VARIETY OF WRITING STYLES AND ILLUSTRATIONS. THE MATHETICAL SYSTEM CAN BE READILY ADAPTED TO THE TEACHING OF BEHAVIOR AND SHOP SKILLS. (FOR A DETAILED DESCRIPTION OF THIS PROGRAMMING TECHNIQUE, REFER TO THE ATTACHED PAPER, "MATHETICS.")

FIFTEEN LESSONS HAVE BEEN DEVELOPED, UNDERGONE INDIVIDUAL TRYOUTS AND FIELD TESTING, AND THE RESULTS ARE QUITE EXCITING. A SAMPLE OF FIELD TEST RESULTS IS INCLUDED IN THE SECOND ATTACHMENT. THESE ARE THE RESULTS OF TRYOUTS (BY THREE DIFFERENT GROUPS) OF THE MATHETICALLY DEVELOPED LESSON, RECOGNIZING ELECTRICAL CIRCUIT SYMBOLS. A TOTAL OF APPROXIMATELY 187 STUDENTS PARTICIPATED IN THE TESTING OF THIS ONE LESSON. OF THESE, 46 WERE STUDENTS IN MDTA PROJECTS; THE REMAINING 141 WERE ENROLLED IN ALABAMA STATE TECHNICAL SCHOOLS.

PLANS ARE BEING MADE FOR ADDITIONAL TRYOUTS WITH GROUPS OUTSIDE ALABAMA. THE TESTING POPULATION WILL BE EXPANDED TO INCLUDE STUDENTS IN OTHER TYPES OF TRAINING PROJECTS, INCLUDING THE JOB CORPS AND A YOUTH OPPORTUNITY CENTER IN DENVER, WHICH HAS REQUESTED THE USE OF THE DRAPER PROGRAMS. NEGOTIATIONS ARE ALSO UNDER WAY TO TRY THE LESSONS IN AIR FORCE TECHNICAL SCHOOLS.

AT THE PRESENT TIME, 10 LESSONS ARE IN THE PROCESS OF DEVELOPMENT AND 12 ADDITIONAL LESSONS ARE TENTATIVELY SCHEDULED. FOLLOWING COMPLETION OF FIELD TESTS AND REVISIONS, THE PROGRAMMED LESSONS ARE BEING INTEGRATED INTO THE CURRICULUM OF THE DRAPER VOCATIONAL PROJECT AND DATA ARE BEING COLLECTED WITH REGARD TO THEIR USE IN ORDER TO DETERMINE WHETHER OR NOT THESE LESSONS CAN SIGNIFICANTLY REDUCE PREPARATORY AND VOCATIONAL TRAINING TIME. AS SOON AS THESE DATA ARE COLLECTED, THE PROGRAMS AND PROCEDURES FOR THEIR USE WILL BE PUBLISHED AND MADE AVAILABLE TO CORRECTIONAL AND PUBLIC EDUCATIONAL INSTITUTIONS.

OUR PLANS ARE TO FURTHER SYNCHRONIZE THE MATHETICAL LESSONS WE HAVE NOW DEVELOPED WITH AUDIO-VISUALS, ALL OF WHICH CAN BE ADAPTED FOR USE WITH A COMPUTER. WE HAVE SUBMITTED A PROPOSAL UNDER THE VOCATIONAL ACT, 1963, FOR A RESEARCH GRANT TO EXPERIMENT WITH AND DEMONSTRATE THIS COMPUTER ASSISTED INSTRUCTION TECHNIQUE.

"Mathetics"

Materials Development Unit
Draper Correctional Center
Elmore, Alabama

PRECIS

Mathetics is a systematic method of analyzing, organizing and presenting a subject matter to be learned.[1] The system of mathetics contains a body of precise practices, rules, and guidelines that an individual follows in preparing mathetical lessons.

Mathetics is usually described as one of the three "types of programmed instruction," along with linear and branching. Although it is not characterized by a set format, as is linear and branching, mathetics is at least a type of programming. The dictates of the mathetical system give the program writer a complete, systematic, and scientific investigation procedure in all phases from his preliminary interview with the subject-matter specialist through all analysis and writing to the evaluation made of the printed program.

In brief, mathetics is a complete system which carries the writer from idea to the printed functioning program.

In general, mathetical programs are distinguished by the following:

(1) The physical appearance of the programs produced, which usually have a greater variety of styles and illustrations than programs of the linear or branching types.

(2) The amount of material contained in each teaching unit. In mathetics, the prime consideration of this point is how much the target students can absorb in one step.

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[1]Refer to Appendix A, Fourth Progress Report, pp. D-5i & ii, for steps and Personnel Involved in Preparation of Mathetical Programs.

(3) The systematic analysis of the behavior which is to be taught. This analysis is performed for the following reasons:

(a) To turn up all hidden bits of action and decision-making a student must master

(b) To discover any learning problems inherent in the material to be learned, or peculiar to the target population

(c) To aid the matheticist in making decisions about teaching strategies, sequence, and emphasis

(d) To aid him further in determining size of the steps which can be absorbed by the target population

(e) To give the writer a systematic procedure in designing each teaching unit

(f) To provide precise guidelines in page layout, in evaluation, and in revision of the program

LESSON COMPARISON

The end product of the mathetical process is the completed lesson and is the only part of the job that counts so far as the student is concerned. Accordingly, this discussion begins with that end product and compares it with typical products of the linear and branching schools of programming.

Insert A shows a typical linear page. Note that the frames are short, each containing a single nugget of information.

Insert B shows a branching page. This unit contains considerably more information than the equivalent linear frame.

Upon thumbing through both the branching and linear booklets, the observer will find that most of the pages of each type look very much alike.

Inserts C and D are from mathetical lessons. In them note the following:

(1) The relatively large amount of information contained in each "exercise." Exercise size varies from one page or less to several pages.

(2) The variety of layout styles and variety of responses called for. Sometimes the student is told to fill in a blank, other times to pick up an instrument and simulate behavior with it. Occasionally he is told to skip to another page.

(3) The extensive use of pictures to illustrate points to be made.

Mathetics borrows techniques from the other programming methods. Filling in blanks is a typical linear-type response, but may be used in mathetical lessons; mathetical lessons frequently contain branching provisions to take advantage of, or to correct for, individual differences among students.

Since the matheticist is "free" from layout and response bondage, he takes advantage of this freedom to shape the format of his lesson around the actual behavior involved. In order to determine what is really involved in the expert performance of this behavior, the matheticist submits the expert and his activity to vigorous and minute scrutiny.

THE PART OF THE ICEBERG THAT THE STUDENT DOESN'T SEE

An examination of the mathetical system of task analysis and lesson preparation follows. It must be borne in mind that the analysis is not an end in itself; it is intended solely as preparation for the writing of the lessons. The function of the charts and papers described below is to force the matheticist to look at his material more closely and with greater detachment. Ultimately, the purpose of the analysis is to aid him in estimating how much material a student can absorb in one bite (or, to be technical, one "exercise").

Here are each of the major steps in the process:

(1) Overview of the entire field to find the specific areas in which programmed material is most needed, and which in turn are most suited to being taught by programming. This is done by general readings and by interviews with experts.

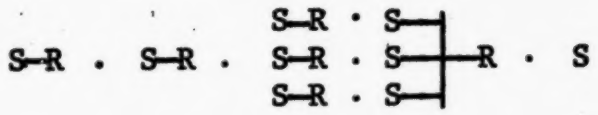
(2) Analysis of expected student population to find their level of present knowledge in the field, their reading ability, general education, and manual as well as intellectual aptitudes. This is done by observation, interviews, and the administering of tests.

(3) Preparation of detailed objectives. The use of vague words such as "understanding," "appreciate," etc., is avoided in the preparation of detailed objectives. Instead, the actual behaviors are specified by using concrete terms such as "Indicate by numbering in correct order," "Answer questions of which the following are typical," "Identify, by labeling, the following symbols."
The task of preparing the objectives forces the programmer to take a close look at the behavior. Also, with objectives written and signed, he will have less temptation to stray off the point of the lesson or to omit essential steps or material.

(4) Job Analysis. During this phase, the programmer works in the field with the subject-matter specialist, interviewing him to find exactly how he does a certain job. The matheticist then actually performs the work demonstrated to him, if at all possible. Emphasis is on finding those hidden steps which the expert may overlook because he is so familiar with his subject. The eye of the matheticist, fresh to the field and trained to question and probe, spots these and other problem areas during this phase. The findings are written up in steps of performance and in explanatory notes.

Safety practices and passing tolerances of behavior are also noted.

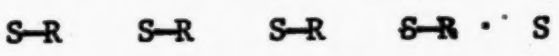
(5) Prescription. The steps of behavior are transshaped into a "prescription" (which is basically a notation of the behaviors in terms of stimulus and response.) A typical prescription might look like this:



As with each of the other processes in the analysis, the primary value of the prescription is that of forcing the programmer to look more closely at the details of the activity.

The physical shape of the prescription that results may be decisive in the form of the final lesson. For example, this prescription

would indicate that the activity involves primarily choice and decision, while this one



reveals that the major problem will be that of teaching the student the sequence of doing things.

(6) The remainder of the process of analysis centers on the prescription. The matheticist examines each S–R link in turn to find any similarities it may have to other links or to tasks which are not involved in the lesson, in order to locate the points at which the student may become confused or at which he may be aided by a simple analogy or reference to something he already knows. The mathetical ideal is to have each "exercise" contain exactly the amount of material the student can handle at one time.[1] While rewriting the prescription, the matheticist determines how much he can expect his students to absorb in one exercise. He then refers to his findings about the students' abilities and to the notes and charts on the complexity of the material made earlier.

(7) Teaching strategy decisions are made. Decisions are also made as to whether branching exercises are necessary to overcome special deficiencies of some of the students.

---

[1]Contrast this with the linear ideal which is to break the information into the smallest steps possible.

(8) The matheticist writes and perfects the lesson. This draft is submitted to the chief programmer and the copy editor for editing. It then goes back for revision to improve any weak spots. When a draft is written that is satisfactory to all, it enters the tryout stage.

(9) The lesson goes through a series of one-man tryouts and improvements. When perfected by carefully observed individual tryouts, the lesson is field-tested one or more times, and if it proves successful, is then published.

Insert A

(Typical Linear Page)

In adding fractions with their denominators alike, simply add the values of the numerators together and the sum is the numerator of the answer. Because the denominators were alike originally, the denominator in the answer will remain the same. For example:

$$1/4 + 2/4 = 3/4; \quad 3/8 + 2/8 = 5/8$$

Solve the following problems:

$6/9 + 1/9 =$ _____

$3/16 + 12/16 =$ _____

$1/20 + 11/20 + 7/20 =$ _____

7/9; 15/16; 19/20

Adding fractions with denominators of different values requires special treatment. Let us follow, step by step, how to solve a problem of this type.

$1/4 + 3/16 = ?$

(excerpt from materials produced by the U. S. Air Force)

Insert B

(Typical Branching Page)

EXCELLENT! You understood the distinction between the state government and the federal government.

Now let's go a little more deeply into the make-up of the federal government.

The federal government is composed of three branches: the executive, the judicial, and the legislative.

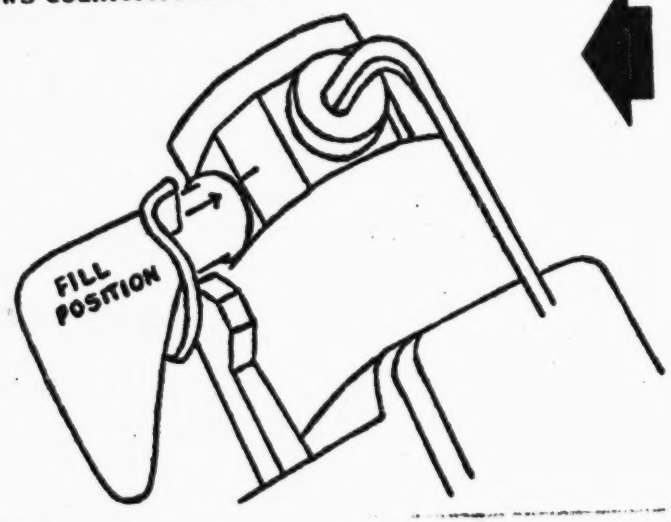
Do you think that a judge is a member of the legislative branch or the judicial branch?

Legislative . . . . . Turn to page 7
Judicial . . . . . Turn to page 15

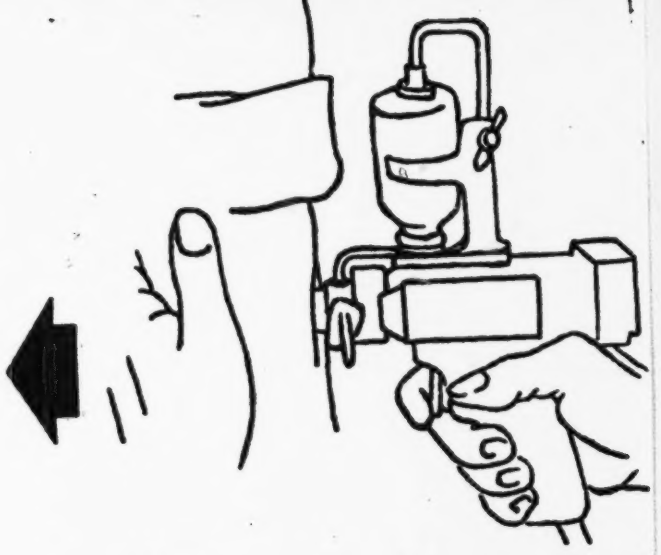
e schematic on these two pages shows you how to ***ADMINISTER INJECTION ep II)***. Study the schematic carefully, then say *aloud* the steps summarized in middle of the page until you know them. Before leaving these pages you ould pick up the injector and actually follow the steps with the machine turned f. Use your own lower arm to see the nozzle imprint (be sure to take off the l protective cap first). Do it several times.

`ART here and follow the arrows counterclockwise:

. see that the COCKING LEVER is at "FILL," then



5. turn COCKING LEVER back to "FILL" *immediately* after injection. Leaving on "INJ" too long puts a strain on the machine. NEVER turn on OR off with the lever on "INJ."



NOTE: Finger *on trigger* only after th nozzle is *firmly* seated and th arm is "bunched" or stretche toward the back.

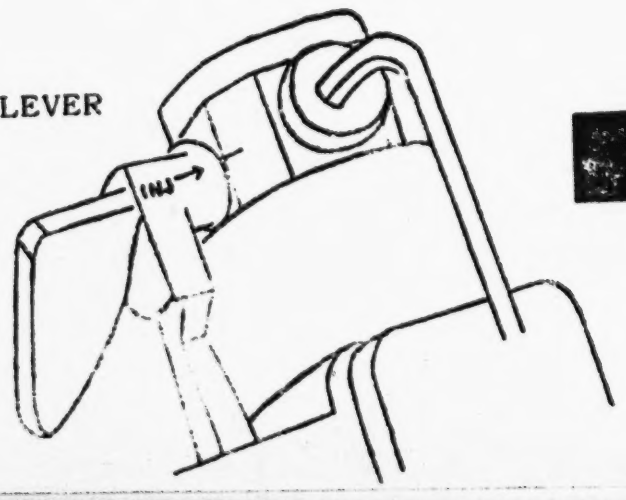
4. squeeze trigger for full THREE SECONDS (count: "One thousand one, one thousand two, one thousand three")

Insert 11 C

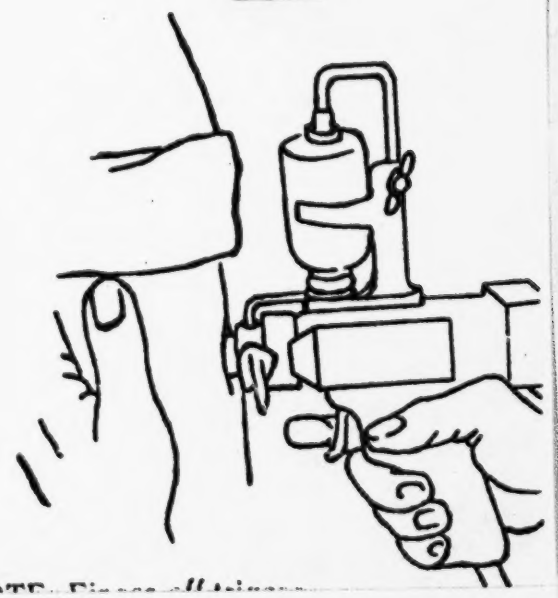
1. COCKING LEVER at "FILL"
2. tum to "INJ"
3. nozzle against arm at 90° angle to the bone
4. support arm, squeeze trigger for 3 seconds
5. COCKING LEVER *immediately* back to "FILL"

Remember to actually follow the steps with the injector several times before leaving these pages.

turn COCKING LEVER to "INJ"



3. press nozzle FIRMLY at ½-inch-depth site at 90° angle with the bone toward back of arm; support arm ("bunch" or stretch). Seat the nozzle *firmly* (not on a muscle) so that all points of the nozzle are partially buried. Remember, correct pressure will leave a strong nozzle imprint.



NOTE: Finger *off trigger*

Insert D

Unit 2 MIXING THE INGREDIENTS

Having gone through the first three steps, you will know these factors:

(STEP I) the kind of insecticide to use, the dosage rate, the diluent

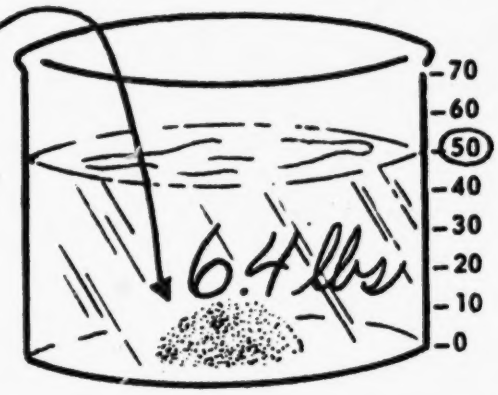
(STEP II) the amount of the final preparation ("A")

(STEP III) the quantity of concentrate to use ("Q")

To complete the formulation of the insecticide you must *MIX THE INGREDIENTS (STEP IV):*

first, put the concentrate ("Q") in the container

then, add diluent until the mixture equals the amount of final preparation needed ("A")



For example . . .

Assume that you already know these things:

(STEP I) 1% DDT solution (kind), 2 lbs/acre (dosage rate), kerosene (diluent)

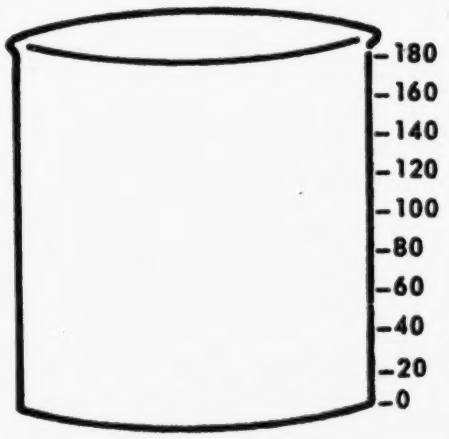
(STEP II) ***100 gal*** of final preparation needed ("A")

(STEP III) use ***6.6 lbs*** of technical grade DDT ("Q")

Now, to show how you *MIX THE INGREDIENTS,*

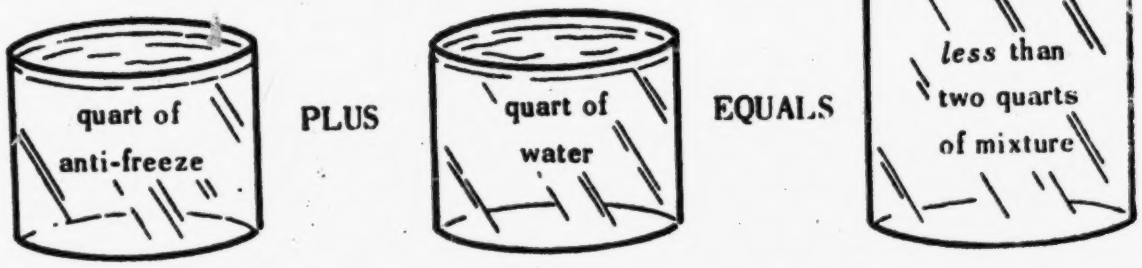
(1) on the picture of the container WRITE the quantity of DDT to use ——→

(2) DRAW a circle around the level-mark to which the diluent (kerosene) should be added ——→



A REMINDER:

To find out how much diluent to add, DO NOT subtract the quantity of concentrate to be used from the amount of final preparation needed; very often the nature of the two ingredients is such that one plus one will not equal two, for example:



(adapted from "...Jet Injector Operation, Model K3," a self-instructional Lesson, U. S. Department of Health, Education, and Welfare/Public Health Service, Communicable Disease Center, Atlanta, Georgia.)

FIELD TESTING PROGRAMMED MATERIALS

Programmed instructional materials are individualized lessons designed to teach students specific jobs or subject matter. These lessons are written for students of a given reading level and knowledge of the particular subject matter; therefore, they are designed for use at strategic points in a course of study.

Field testing of these programmed lessons is necessary to find out if they meet the objectives set out for them and to collect data on their effectiveness. Field tests may also indicate the need for revisions that escaped the writer's notice when he tested the lessons in individual student tryouts. In order to conduct field testing of programmed materials, the following cooperative services are requested:

1) Provision by the host facility of 25 to 50 students who closely fit the description of the "Design Group" as defined in the attached LESSON DESCRIPTION.
2) Provision by the host facility of ample working space for the test students. (Refer fo "Special Conditions" in LESSON DESCRIPTION.)
3) Provision by host facility of all necessary tools and/or equipment. (Refer to "Tools & Equipment" in LESSON DESCRIPTION.)
4) Preparation of tryout students by host instructor by emphasizing that the tryouts are <u>not tests</u> but training materials <u>being tested</u>. Each student should be requested to do his best.

A staff member of the Rehabilitation Research Foundation of Alabama will administer the field tests at the host facility according to the following procedure:

1) Introduction of the Foundation staff member to the students by the host instructor
2) Initiation of field tests by Foundation staff member which will include the following steps:
   a) Explanation to the students of field testing procedures
   b) Administration of student data questionnaire
   c) Administration of the pretest of the programmed lesson
   d) Administration of the programmed lesson
   e) Break
   f) Administration of the posttest of the programmed lesson

Inasmuch as some of the programmed materials may require more than one day for field testing (refer to "Lesson Time" in LESSON DESCRIPTION), the cooperating host facility should be careful to allot ample time for all data to be gathered. In some cases, several different lessons may be appropriate for the same group of students in which case one group of students may serve as tryout students for more than one lesson.

Questions concerning field tryouts of programmed lessons should be directed to J. H. Harless, Chief Programmer, Rehabilitation Research Foundation of Alabama, P. O. Box 1107, Elmore, Alabama.

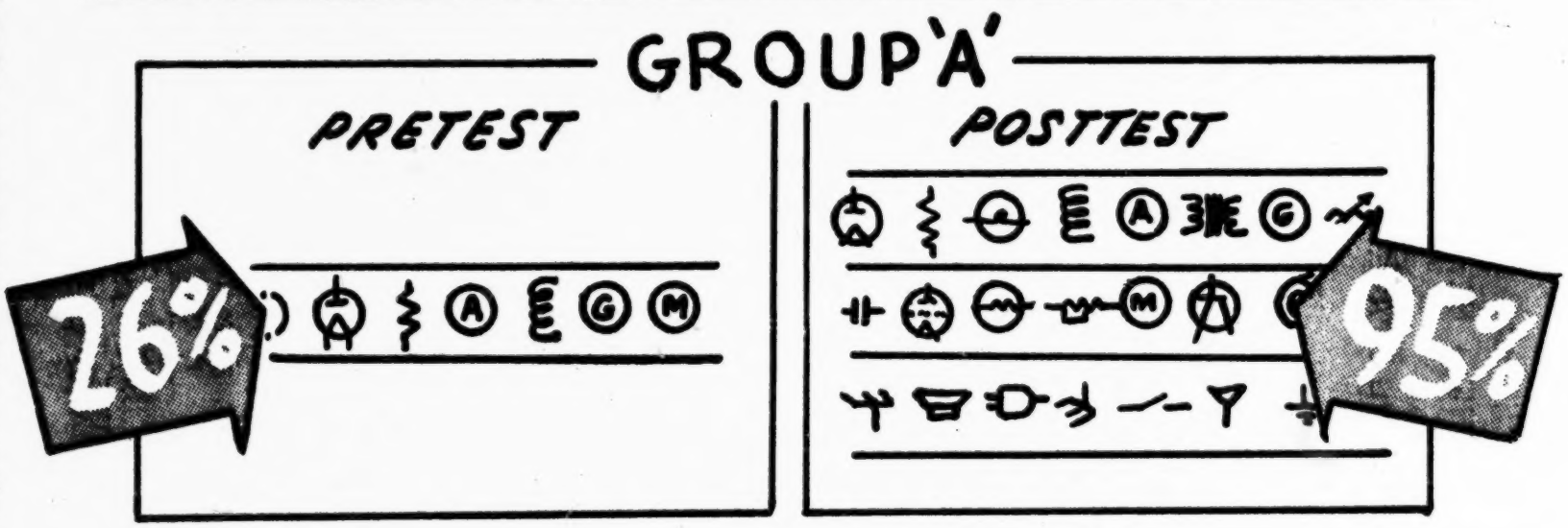
CHART 9

DISTRIBUTION SHOWING NUMBERS OF PROJECTS IN WHICH NEW TEACHING DEVICES WERE DEVELOPED IN 24 RESPONDING STATES.

NUMBERS OF TRAINING PROJECTS WITH NEW TEACHING DEVICES	NUMBERS OF STATES
74	1
65	1
50	1
30	1
23	1
20	1
14	1
10	2
9	1
7	2
5	1
4	2
3	2
2	1
1	2
0	4

FIELD TEST DATA

RECOGNIZING ELECTRICAL CIRCUIT SYMBOLS



* Each symbol on this chart represents approximately four symbols in the lesson.

PROGRAMMED INSTRUCTION

INDIVIDUALIZED LESSON

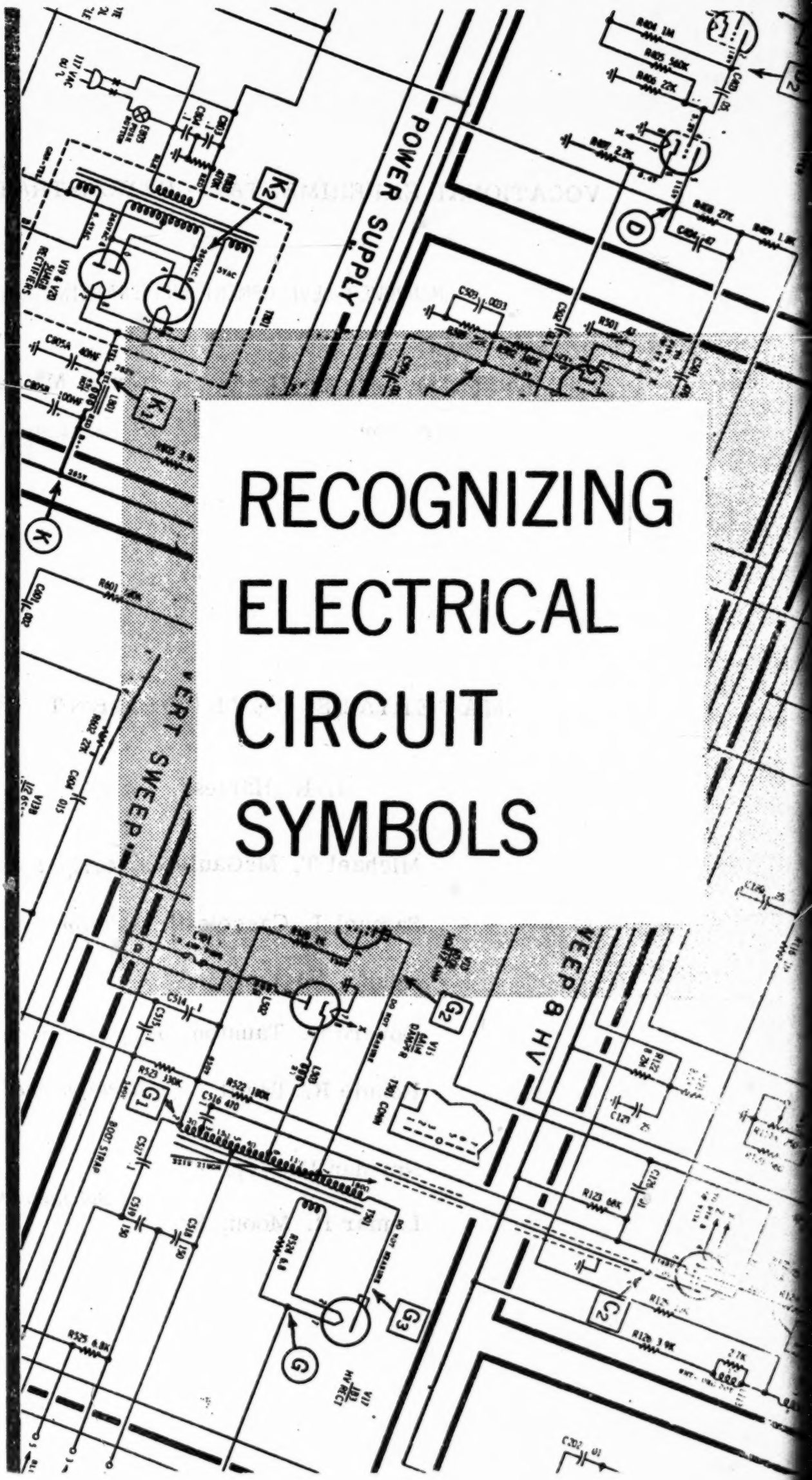
ELECTRICITY
&
ELECTRONICS

LESSON II

OF

THEORY SERIES

RECOGNIZING ELECTRICAL CIRCUIT SYMBOLS



Developed Under

M.D.T.A. *of* 1962
(P.L. 89 - 15)

DEPARTMENTS *of* LABOR
and
HEALTH, EDUCATION
AND WELFARE

EXPERIMENTS IN PROGRAMMING MATERIALS

Through our experiments in developing programmed instructional materials, certain significant experiences are shared:

MATHETICS TEXTBOOK

TO DATE NO COMPREHENSIVE RECORD OF THE PRACTICES AND PROCEDURES OF MATHETICS EXISTS. TECHNICAL WRITING STUDENTS AND MATERIALS DEVELOPMENT UNIT STAFF MEMBERS RECORDED THE LECTURES AND DEMONSTRATIONS MADE BY THE CHIEF PROGRAMMER IN TRAINING TECHNICAL WRITERS DURING THE YEAR. THESE NOTES ARE BEING COMPILED AND EXAMPLES ARE BEING COLLECTED THAT WILL CULMINATE IN A TEXT TO BE USED AS THE BASIS FOR TRAINING FUTURE PROGRAMMERS. WE ANTICIPATE HAVING THIS DOCUMENT AVAILABLE BY THE FIRST OF 1966.

WRITER-IN-RESIDENCE

TWO MEMBERS OF THE TECHNICAL WRITING COURSE WERE ASSIGNED TO THE BARBERING COURSE AS WRITERS-IN-RESIDENCE FOR THE LAST SIX MONTHS OF THEIR TRAINING TIME IN ORDER THAT THEY MIGHT LEARN THE BARBERING TRADE. AS THEY LEARNED THE TRADE, THEY PREPARED TRAINING MATERIALS FOR THE BARBERING COURSE BY PROGRAMMING CERTAIN PHASES OF THE TRAINING. THE EXPERIMENT WAS AN UNQUALIFIED SUCCESS. THE TWO STUDENTS ASSIGNED TO THE BARBERING COURSE MADE IMMEDIATE PROGRESS AND GAINS ON THE PROGRAMS THEY WERE WRITING, AND THE QUALITY AND QUANTITY OF THEIR PRODUCTION IMPROVED GREATLY. THIS EXPERIMENT LED US TO BELIEVE THAT A MUCH CLOSER RELATIONSHIP MUST EXIST BETWEEN THE PROGRAMMERS AND THE OTHER VOCATIONAL CLASSES FOR WHICH TRAINING MATERIALS ARE BEING PREPARED.

NEW TEACHING TECHNIQUES IN BARBERING

A DETAILED STEP-BY-STEP GUIDE FOR USE IN TEACHING BARBERING STUDENTS TO CUT HAIR IS UNDER DEVELOPMENT FOR THIS TRADE AREA. THE BARBERING INSTRUCTOR FINDS IT DIFFICULT TO PROPERLY SUPERVISE THE BASIC INSTRUCTION OF EACH STUDENT AT THE BEGINNING OF COURSES AND THE GUIDE WAS DEVELOPED AS AN AID TO THIS PHASE OF HIS INSTRUCTION. PRINTED ON A SCROLL TO BE MOUNTED ON A VIEWER ON EACH BARBER'S CHAIR WILL BE ACTUAL BARBER'S-EYE-VIEW ILLUSTRATIONS. AS THE INSTRUCTOR LECTURES AND DEMONSTRATES AT ONE BARBER CHAIR, THE OTHER STUDENTS CAN FOLLOW HIM ON THE SCROLL MOUNTED ON THEIR CHAIRS. THE GUIDE WILL BE NUMBER-CODED WITH EACH STEP AND ARRANGED SO THAT THE BARBERING STUDENT CAN CONTROL THE LENGTH OF VIEWING TIME AND THE SCENE HE WISHES TO CONCENTRATE UPON. THE GUIDE HAS BEEN WRITTEN BUT THE EXTENSIVE ART WORK REQUIRED IS STILL SKETCHY; THEREFORE, ACTUAL STUDENT TRYOUT HAS NOT BEEN MADE AT THIS TIME.

SIMULATOR

WE LEARNED THAT A WRITTEN PROGRAM, EVEN WITH THE NUMEROUS ILLUSTRATIONS USED IN MATHETICAL PROGRAMMING, IS SOMETIMES INADEQUATE TO TEACH PERFORMANCE OF RAPID AND SEQUENTIAL MOVEMENTS (SUCH AS THE MINUTE AND ACCURATE MOVEMENTS REQUIRED OF A BARBER OR A WELDER) REQUIRED IN CERTAIN TRADE AREAS. SIMULATED KITS WERE DESIGNED TO ACCOMPANY THE PROGRAMS WHICH ALLOWED THE STUDENTS TO ACTUALLY PRACTICE THE PERFORMANCE WHILE WORKING THROUGH THE PROGRAMMED LESSON.

AN EXAMPLE OF THE USE OF THIS TECHNIQUE IS DESCRIBED AS FOLLOWS: THE BARBERING INSTRUCTOR PREPARED AN 8mm. TRAINING FILM FROM HIS INSTRUCTIONAL MATERIALS THAT WOULD DEMONSTRATE CERTAIN BARBERING MOVEMENTS AND SERVE AS A COMPANION TO A PROGRAMMED LESSON ON BARBERING. THE STUDENTS WORK THROUGH THE PROGRAMMED LESSON UNTIL THEY REACH A POINT THAT IS DIFFICULT TO DESCRIBE WITH ART WORK. AT THIS POINT THEY VIEW THE 8mm. FILM AND PRACTICE THE MOVEMENTS SHOWN WITH THE BARBERING EQUIPMENT THEY HAVE IN THEIR KITS. THIS ALLOWS THE INDIVIDUAL STUDENT TO PRACTICE THOSE MOVEMENTS THAT ARE MOST DIFFICULT FOR HIM AT A TIME WHEN THE OTHER CLASS MEMBERS MAY BE ENGAGED IN A GROUP LEARNING PROCESS.

MOTIVATION

As the MDTA project progressed, it became more and more apparent that the area of RELATIONSHIPS was perhaps the key to instilling in the trainees desirable learning attitudes and goals. To escape hard labor of farm chores, inmates will agree to do almost anything. We did not fool ourselves that this fact, coupled with the possibility of an early parole "set-up" attracted many of the inmates who applied for vocational training.

The fact that the trainees were confined to prison both created and eliminated problems. At first, the instructors and other staff members were faced with the problem of demasking their students so that a true relationship could exist from which both could build toward the inmates' setting new goals for themselves. Instructors and staff members who were inexperienced in working with this type of population group had to learn the technique of demasking the inmates or motivating them to demask themselves practically through a trial and error experience.

Staff members soon learned that their keeping informed of students' behavior inside the prison as well as within the school would enable them to confront students with their intolerance of those activities of which they did not approve. Once the inmates realized they were not fooling the staff members, or "putting the hat on" them, a true relationship began.

Once this true relationship was established between the inmates and the instructors, college corpsmen, counselors, placement officer, and other staff members, the concern of the staff members with the trainees' deportment, appearance, attitudes about crime, families, other inmates and free society began to take on meaning for the students. Realizing the involvement of these staff members in their everyday life, the students now had model roles with whom they could relate. Once the sham was put away, the trainee was able to respond to the trust placed in him by his instructors and other staff members and to assume small responsibilities. If he succeeded in carrying out the responsibility assigned him, his success (after a lifetime of failure) quickly motivated him to take on more responsibility. Thus, the majority of the trainees were led to accomplishment in their vocational training.

Of course, some students were not able to demask themselves so easily, and the services of counselors and a clinical psychologist were essential to their overcoming this difficulty. So much was this true, that the part-time services of a clinical psychologist were not sufficient for those trainees who were more emotionally disturbed. It was not until the second section of training began that we discovered

the clinical psychologist might best spend time orienting instructors for treatment of the students whose disturbance interfered with their training.

DURING THE SECOND SECTION OF TRAINING, THE INSTRUCTORS WERE TRAINED TO RECOGNIZE THE RELATIONSHIP BETWEEN THE PERSONAL-SOCIAL ADJUSTMENT OF THE INMATE AND HIS PERFORMANCE IN CLASSROOM AND SHOP. NOW, THE CLINICAL PSYCHOLOGIST WORKS CAREFULLY THROUGH THE INSTRUCTORS AND OTHER STAFF MEMBERS WITH WHOM THE MORE EMOTIONALLY DISTURBED STUDENTS HAVE DAILY CONTACT.

Instructors set a positive pace by establishing certain standards for what would be expected of students, by placing trust in them, and by assigning them just as much responsibility as they thought the students could handle. As the inmates reacted responsibly in a given situation, they were given additional responsibility. Although their attitudes needed a great deal of improvement, the trainees began responding to this positive treatment by at least keeping their behavioral problems to a minimum. The challenge to the instructors then became that of getting their students so involved in training that learning would be their primary goals.

The concepts and attitudes which a person must have toward himself, his associates, and society in order to function successfully are fundamental. With our particular student population, attempts to motivate students to assume responsibility in these areas and to develop acceptable attitudes toward their jobs and their fellowmen are perhaps equally important to the technical skill they receive, for vocational skills are of little value if the inmates cannot live with their fellowmen. From the beginning, it was realized that the methods used to motivate students in classroom and shop work must serve to strengthen and accomplish these fundamental concepts and attitudes.

THE FOLLOWING ARE SOME OF THE MORE SUCCESSFUL <u>MOTIVATIONAL TECHNIQUES</u> EMPLOYED BY INSTRUCTORS AND OTHER STAFF MEMBERS:

1. STAFF MEMBERS SHOWING INTEREST IN THE INMATES' TOTAL LIFE

   a. USING EVERY OPPORTUNITY TO MAKE INMATES AWARE THAT THEIR GOOD PROGRESS AND PERFORMANCE IN TRAINING WILL...

      (1) ENHANCE THEIR CHANCES OF GETTING AN EARLY PAROLE "SET-UP"

      (2) BRING THEM A BETTER JOB AND BETTER PAY IN FREE SOCIETY

   b. WRITING LETTERS OF PROGRESS TO THE PAROLE BOARD AND TO INMATES' FAMILIES

   c. ENCOURAGING ELIGIBLE INMATES TO PREPARE FOR AND TAKE THE GED TEST FOR HIGH SCHOOL EQUIVALENCY

2. RECOGNITION

TO THE INCARCERATED OFFENDER, FAILURE IS A FAMILIAR WORD OR FEELING, FOR HE HAS EVEN FAILED AT CRIME. PERHAPS THE MOST IMPORTANT MOTIVATION FOR HIM IS ACHIEVING HIS FIRST SUCCESS; EVEN THOUGH IT MAY BE A VERY SMALL ACCOMPLISHMENT, THE FACT THAT HE HAS BEEN A SUCCESS INSPIRES HIM TO TRY A LARGER TASK. THESE ARE THINGS A STAFF LEARNS THROUGH EXPERIENCE IN WORKING WITH THE INMATES FROM DAY TO DAY. ALL THE MOTIVATIONAL TECHNIQUES USED ARE HIGHLIGHTED WITH A GRADUATION CEREMONY AND RECEPTION WHEN THE TRAINEE SUCCESSFULLY COMPLETES HIS VOCATIONAL COURSE.

IN ADDITION TO THE GRADUATION AND ACHIEVEMENT CERTIFICATES TRAINEES RECEIVE DURING THE GRADUATION EXERCISES, A BROCHURE INCORPORATING THE GRADUATION PROGRAM IS PREPARED AND GIVEN TO THEM AS A SYMBOL OF RECOGNITION. (A SAMPLE COPY OF THE BROCHURE MAY BE SECURED BY WRITING TO JOHN M. MCKEE, PH.D., DIRECTOR, VOCATIONAL E & D PROJECT, DRAPER CORRECTIONAL CENTER, ELMORE, ALABAMA.) THE INMATES SEEM TO APPRECIATE THIS SMALL SERVICE WHICH IS A MOMENTO THAT SERVES THEIR NEED AS A YEARBOOK SERVES TO MEMORIALIZE A FREE-WORLD STUDENT'S SCHOOL DAYS.

VOCATIONAL INSTRUCTORS HAVE PREPARED SIMILAR ITEMS TO PRESENT THEIR CLASS MEMBERS UPON GRADUATION. A WORKMAN'S CREED AND A READY REFERENCE NOTEBOOK ARE ATTACHED AS EXAMPLES OF INSTRUCTORS' INTEREST IN THEIR STUDENTS' WELFARE BEYOND THE CLASSROOM. OTHER FORMS OF RECOGNITION THAT WERE GIVEN STUDENTS FOR THEIR ACCOMPLISHMENTS ARE LISTED AS FOLLOWS:

a. COMPLIMENTS OR RECOGNITION FROM AN INSTRUCTOR EITHER BEFORE THE ENTIRE CLASS, OR INDIVIDUALLY, DEPENDING UPON THE TRAINEE'S NEEDS

b. PRESENTING AN OUTSTANDING STUDENT-OF-THE-WEEK AWARD; IN ONE CLASS, A TROPHY SO LABELED IS AWARDED AND THE STUDENT WHO WINS IT FOR THE WEEK KEEPS IT ON HIS WORK BENCH FOR ALL INMATES AND VISITORS TO ADMIRE

c. MONETARY AWARDS - (REFER TO THE ATTACHED DESCRIPTION.)

d. GIVING INMATES WHO HAVE MADE A PARTICULAR ACCOMPLISHMENT RECOGNITION FROM THE WARDEN OR THE PROJECT DIRECTOR (WHO HAVE BEEN INFORMED OF THE ACCOMPLISHMENT)

e. TAKING PICTURES OF OUTSTANDING STUDENTS AND CLASSES FOR POSTING ON PROJECT BULLETIN BOARDS OR FOR USE IN PUBLIC RELATIONS PROGRAM. SOMETIMES A STUDENT IS GIVEN HIS PICTURE AS <u>THE REWARD</u> FOR HIS ACCOMPLISHMENT.

3. RESPONSIBILITY

a. DIRECT AN INMATE TO ASSIST ANOTHER IN OVERCOMING A SPECIFIC LEARNING PROBLEM, THUS CREATING A RESPONSIBLE ATTITUDE OF THE FORMER TOWARD THE LATTER.

b. HAVING STUDENTS WHO ARE PROFICIENT IN CERTAIN AREAS SHARE THEIR KNOWLEDGE OR EXPERIENCE WITH FELLOW TRAINEES, WHETHER INDIVIDUALLY OR IN SMALL GROUPS

c. HAVING STUDENTS CRITICIZE THEIR OWN WORK AND THAT OF THEIR FELLOW STUDENTS, TEACHING THEM TO DO SO IN A CONSTRUCTIVE MANNER

d. ASSIGNING JOBS TO PAIRS OF STUDENTS WHEN ONE OF THEM IS PROFICIENT AT THE PARTICULAR JOB

4. FEEDBACK OF PROGRESS THROUGH

(1) PROGRESS CHARTS POSTED IN CLASSROOMS

(2) REPORT CARDS

(3) TEST SCORES

OF COURSE, IT HAS AT TIMES BEEN NECESSARY TO TAKE NEGATIVE MEASURES WITH STUDENTS WHO HAVE DEFINITE DISCIPLINE AND EMOTIONAL PROBLEMS.

THE STUDENT WHO IS HAVING TROUBLE IS FIRST REFERRED TO THE PROJECT COUNSELORS, SOMETIMES TO THE PART-TIME CLINICAL PSYCHOLOGIST, DEPENDING UPON THE NATURE OF HIS PROBLEMS. IF UNDESIRABLE BEHAVIOR PERSISTS, IT IS SOMETIMES NECESSARY TO HAVE THE STUDENT CONFINED IN THE PRISON "DOG HOUSE" (SOLITARY CONFINEMENT). MORE OFTEN THE STUDENT WILL ATTEMPT TO CORRECT HIS BEHAVIOR IF HE SIMPLY LOSES HIS WEEKEND VISITING PRIVILEGES.

INSTRUCTORS WHO WERE FACED WITH THE PROBLEM OF "OVERCONFIDENT" STUDENTS SIMPLY CHALLENGED THE STUDENT TO MATCH THE INSTRUCTOR'S PERFORMANCE BEFORE OTHER STUDENTS. THIS USUALLY RESULTED IN THE STUDENT'S REALIZING HE HAD SOMETHING MORE TO LEARN.

Certificate of Achievement

An attractive incentive responsible for improvement both in the quality and quantity of students' remedial work was the reward of $5.00 to the first student who accumulated a total of 15 points. These points were earned by taking programmed instructional courses in the remedial course and passing examinations on each of them with at least 85% of the answers correct. Point values for each course were determined by the degree of difficulty, length and grade level of the course, and individual programs were assigned a value of from one to seven points each.

A sample copy of the Certificate of Achievement is attached.

A GOOD WORKMAN'S CREED

1. I Shall Get to Work on Time.

2. I Shall be Faithful to Give Full Measure of my Labor to my Employer.

3. I Shall Continually Strive to Improve my Ability and Earning Capacity.

4. I Shall Admit my Mistakes Humbly and Strive to Overcome Them.

5. I Shall be Clean in Body, Clothing, and Work.

6. I Shall be Honest with my Fellowman and Myself.

To remind them of their personal-social training as they began working on their first jobs, trainees who completed the first course in Small Electrical Appliance Repair were presented cards similar to the one shown above to carry in their wallets. The card was devised by the instructor of the course and was given to all trainees who graduated from the second section of training.

The WELDING INSTRUCTOR introduced to his second group of students a course in blueprint reading that is more advanced than the blueprint reading usually offered in a welding course. Normally, welding courses include instruction in reading welding symbols and only deals with fractions. The course offered to this second group of trainees taught them decimals and degrees, projection, how to assemble parts, etc. Thus, graduates of the Welding Course received, in addition to their graduation certificate, a certificate for completion of a blueprint reading course within the framework of their training in Welding.

The Instructor compiled tables of slopes and degrees and other welding and cutting tips into a notebook entitled "WELDING ANGLES--Slopes and Degrees" which he gave to each graduate of the Welding course for his use as a time-saving, ready reference on the job.

JOB DEVELOPMENT AND PLACEMENT

Any inmate being considered for parole must, two months prior to his tentative parole date, produce evidence of a firm job offer and a place of residence. In nearly all instances, it has been difficult for the placement officer to obtain firm job offers for inmate trainees two months prior to their tentative parole date because sometimes the job is available immediately and cannot be held open by the employer for two months, or the employers may be interested in hiring the trainees, but are not in a position to commit themselves for this long period of time. These circumstances result in a rather intangible situation wherein overtures may be made, but neither the trainee's actual parole nor the employers' actual commitment to hire a trainee can be guaranteed two months prior to the trainee's tentative parole date.

A tentative job commitment is usually the best that can be secured. The tentative job commitment and proposed place of residence is turned in to the parole board and is checked by the parole supervisor in the area where the parolee will work and live. A recommendation of approval or disapproval is then returned to the parole board. One further factor is involved before the placement officer can provide the employer a confirmed date for the availability of the trainee to begin work. The parole board is required, by law, to notify the circuit solicitor and circuit judge of the county from which the man was sentenced that his parole is being considered. If they have any objections, they must make them known within a month prior to the inmate's tentative parole date. In a few instances, paroles were protested and denied and the job placement officer was unable to deliver the promised trainee-graduate to the employer who had tentatively agreed to hire him.

The above situation also limits the services the State Employment office can render to our trainee-graduates. It is almost impossible for this agency to place applicants who are not available for personal interviews. Although the State Employment Service has been cooperative in attempting to help us place trainees, we have found that the personal contact with employers by our job placement officer is essentially the best way to develop jobs and make placement for graduates of an MDTA program within a correctional institution. The personal contact provides the job placement officer an opportunity to interpret to the employer the interwoven procedures of the pardons and parole board which helps to avoid misinterpretation of intent on the part of the employer, the pardons and parole board, or the vocational training project. Consequently, much of the job placement officer's time is spent in contacting employers and developing jobs for our graduates.

Another conflicting situation exists to further complicate job placement for graduates of a prison MDTA program. Most employers require personal interviews with job applicants before they will commit themselves to hiring a person. Personal interviews with our trainees are not possible because a state law prohibits their leaving prison until they are paroled, except on very rare occasions. (An inmate who is a "trusty" may rarely be granted this permission if he is accompanied by a guard.) Very few employers will agree to make a special trip to the prison for personal interviews because the distance and time involved so greatly outweigh the importance of the job they may have available. A number of employers have visited the prison, however, because they became interested in the project through the personal contact of the placement officer or other project staff members. In the majority of the cases it is not possible to arrange a personal interview, and the placement officer has developed a technique that is used as a substitute for the personal interview.

Each new trainee is photographed in civilian clothes (borrowed from project staff members) and the photograph is placed in the trainee's record file which contains background information concerning previous work experience, work location desired, residential possibilities, family responsibilities, possibilities of parole protests from individuals within the communities, case records while in training, and latest reports from trainee's instructors. These photographs have been helpful when a personal interview was not possible. Employers, as do most people, feel that they can generally judge an individual at least to some degree by a photograph of him. Photographs of young men who are neatly dressed and smiling help to dispel the average individual's concept of an "ex-convict" and enable the employer to visualize his potential new employee as he will appear on the job.

One experience with taking an inmate "trusty" to the employer for a personal interview, accompanied by a prison guard, taught us that the overall effect is poor, no matter how carefully handled. The inmates' self-confidence is affected, the employer usually wishes to give the inmate a chance to prove himself to his fellow employees before it is known that he is an ex-convict, and customers who might observe the inmate in prison clothing are apt to become wary of the situation. The disadvantages incurred in taking inmates for personal interviews with employers far outweigh the value of the personal interview.

A WELL-PLANNED PUBLIC RELATIONS PROGRAM, DIRECTED PARTICULARLY TOWARD PROSPECTIVE EMPLOYERS, IS ESSENTIAL TO SUCCESSFUL PLACEMENT OF GRADUATES FROM AN MDTA PROGRAM WITHIN A CORRECTIONAL INSTITUTION. IN ADDITION TO THE PUBLIC RELATIONS PROGRAM THAT CAN BE CONDUCTED THROUGH NEWSPAPER, TELEVISION, RADIO, PROFESSIONAL AND TRADE MAGAZINES, ETC., ALL STAFF MEMBERS NEED TO BE TRAINED TO MAKE PRESENTATIONS TO COMMUNITY GROUPS IN ORDER TO INFORM THE PUBLIC OF THE PROGRAM OBJECTIVES AND ENLIST THE COOPERATION OF POTENTIAL EMPLOYERS AS WELL AS COMMUNITY ACTION COMMITTEES TO SUCCESSFULLY ASSIMILATE PAROLED TRAINEES INTO FREE SOCIETY.

A PROMOTIONAL BROCHURE WAS DEVELOPED AS A MEANS OF PROMOTION AND IS USED PRIMARILY BY THE PLACEMENT OFFICER IN CONTACTING POTENTIAL EMPLOYERS. (A SAMPLE COPY OF THE BROCHURE MAY BE OBTAINED BY WRITING TO JOHN M. McKEE, Ph.D., DIRECTOR, VOCATIONAL E & D PROJECT, DRAPER CORRECTIONAL CENTER, ELMORE, ALABAMA.) THE BROCHURE WHICH DEPICTS "REHABILITATION IN ACTION" TELLS THE PROJECT STORY IN WORDS AND PICTURES. A COPY WAS ALSO FORWARDED TO ALL PAROLE SUPERVISORS AND PERSONNEL OF STATE EMPLOYMENT SERVICES TO ACQUAINT THEM WITH THE PROJECT AND ITS GOALS. THE PICTURES OF TRAINEES USING MODERN EQUIPMENT ARE HELPFUL IN DISPELLING THE IDEA THAT TRAINING PROVIDED IN INSTITUTIONS IS SOMETIMES OUT-OF-DATE BECAUSE OF THE EQUIPMENT. THESE BROCHURES WERE ALSO HANDED TO CIRCUIT SOLICITORS AT A RECENT ALABAMA BAR ASSOCIATION CONFERENCE. THEY WILL BE USED WITH OTHER GROUPS IN THIS MANNER.

PHOTOGRAPHS OF TRAINEES IN CIVILIAN CLOTHING (BORROWED FROM PROJECT STAFF MEMBERS) WERE DELIVERED TO PROSPECTIVE EMPLOYERS AS A SUBSTITUTE FOR THE PERSONAL INTERVIEW THAT IS IMPOSSIBLE FOR THE INCARCERATED TRAINEE.

WE HAVE BEEN ABLE TO OBTAIN THE COOPERATION OF MANY EMPLOYERS IN HIRING TRAINED PAROLEES WHERE PREVIOUS HIRING PRACTICES EXCLUDED THE "EX-CONVICT." ON ONE OCCASION, WE WERE INSTRUMENTAL IN PREVENTING THE ELIMINATION OF A COURSE FOR THIS REASON. AN ATTEMPT WAS MADE TO PASS A STATE-WIDE UNIFORM BARBER CODE THROUGH THE STATE LEGISLATURE WHICH WOULD PROHIBIT CONVICTED FELONS FROM ACQUIRING BARBERING LICENSES. THE PROJECT DIRECTOR AND PLACEMENT OFFICER APPEARED BEFORE A LEGISLATIVE COMMITTEE IN OPPOSITION TO THE MANNER IN WHICH THE BILL WAS WRITTEN, PROPOSING THAT IT BE WRITTEN IN A MANNER THAT WOULD NOT EXCLUDE MDTA TRAINEE-GRADUATES WHO WERE EX-CONVICTS. FORTUNATELY, THE BILL WAS SHELVED FOR FURTHER STUDY. INROADS HAVE BEEN MADE TO OPENING OTHER DOORS THAT ARE PRESENTLY CLOSED TO EX-PRISONERS, BUT AN EXTENSIVE AMOUNT OF WORK REMAINS TO BE DONE IN THIS AREA.

THROUGH HIS EFFORT TO PLACE RECENT GRADUATES, THE PLACEMENT OFFICER HAS FOUND A NEED FOR A SLIGHT SHIFT IN TRAINING EMPHASIS IN TWO OF OUR COURSES: BRICKLAYING AND SMALL ELECTRICAL APPLIANCE REPAIR. IN A FEW INSTANCES, THESE GRADUATES NEED MORE VERSATILE TRAINING IN ORDER TO BE PLACED IN PERMANENT POSITIONS. CONSEQUENTLY, THE SMALL ELECTRICAL APPLIANCE REPAIR CLASS IS BEING GIVEN MORE TRAINING IN THE AREA OF LARGE APPLIANCE REPAIR. SIMILAR STEPS ARE BEING INVESTIGATED FOR THE BRICKLAYING COURSE.

THE PLACEMENT OFFICER HAS REALIZED, THROUGH HIS EXPERIENCES IN PLACING TRAINEES, THE GREAT NEED FOR A PRERELEASE OR A PREPAROLE PROGRAM

WHEREIN INMATES TENTATIVELY APPROVED FOR PAROLE COULD BE CLASSIFIED AS "TRUSTIES" AND WOULD BE ALLOWED TO ACCOMPANY THE PLACEMENT OFFICER TO THE PROSPECTIVE EMPLOYERS' BUSINESS ESTABLISHMENTS FOR PERSONAL INTERVIEWS.

PROJECT COUNSELORS ARE INVESTIGATING SUCH PROGRAMS UNDER EITHER THE CORRECTIONAL OR PAROLE SYSTEMS. A DOCTORAL STUDENT AT AUBURN UNIVERSITY VISITED OUR PROJECT AND LEARNED OF OUR INTEREST AND CONCERN FOR A PRERELEASE PROGRAM. SHE, TOO, BECAME INTERESTED IN THIS AREA OF REHABILITATION AND DECIDED TO WRITE HER DOCTORAL DISSERTATION FROM A RESEARCH SURVEY SHE WOULD CONDUCT ON PRERELEASE CENTERS. HER DISSERTATION WILL BE MADE AVAILABLE TO US, AS WELL AS THE MANY VALUABLE RESOURCES FROM WHICH SHE GATHERED HER MATERIAL, AND WILL BE USEFUL TO US IN PLANNING FOR A FUTURE PRERELEASE PROGRAM.

THIS STUDENT IS ONLY ONE OF MANY WHO HAVE FURNISHED OUR PROJECT IMPORTANT RESEARCH DATA AS THEY ACCOMPLISHED THEIR EDUCATIONAL GOALS. THE UNIVERSITIES AND COLLEGES IN ALABAMA ARE VERY INTERESTED IN THE CONTROL OF CRIME. FORTUNATELY, THEY ASSIST US GREATLY BY ENCOURAGING THEIR STUDENTS TO DO MUCH OF OUR RESEARCH IN THE FIELDS OF EDUCATION AND HUMAN DEVELOPMENT OF THE INMATE.

PROJECT PERSONNEL, THROUGH THEIR CONTACTS IN THEIR PARTICULAR TRADE, HAVE BEEN INSTRUMENTAL IN THE EFFECTIVE PLACEMENT OF MANY OF THE TRAINEES BY PROVIDING THE PLACEMENT OFFICER WITH JOB LEADS. SEVERAL INSTRUCTORS HAVE JOINED TRADE ORGANIZATIONS TO KEEP THEM ABREAST OF THE NEW TRENDS IN THEIR PARTICULAR FIELD, TO PROVIDE THEM CONTACT WITH EMPLOYERS, AND TO PROVIDE ANOTHER MEANS OF LIAISON BETWEEN THE PROJECT AND THE PUBLIC FOR FUTURE JOB DEVELOPMENT.

COUNSELING

The Counseling Department conducts a program of testing and vocational counseling to assess the aptitudes, achievements, backgrounds, and interests of inmates who are near parole status as these relate to the available courses of training. The Vocational Counselor provides counseling during training and works closely with the Job Placement Officer and the State Board of Pardons and Paroles in placing men in appropriate jobs.

In instances where extended personal counseling is needed by the trainee, our Personal Counselor provides this service. He receives professional consultation from a part-time clinical psychologist to whom the more emotionally disturbed students are often referred on his two visits per month.

AS THE PROJECT PROGRESSED, COUNSELORS LEARNED THAT MORE INTENSIVE INDIVIDUAL COUNSELING SHOULD BE CONDUCTED WITH INMATE TRAINEES. DUE TO THE SHORT TRAINING PERIODS (6 MONTHS), STUDENTS DID NOT HAVE ENOUGH FREE TIME FOR COUNSELING BY THE TWO STAFF MEMBERS, AND THEY WERE NOT ALLOWED TO REMAIN IN THE PROJECT AFTER CLASSES.

A TRAINING PROGRAM WAS DEVELOPED AND APPROVED BY TWO UNIVERSITIES UNDER WHICH COLLEGE STUDENTS MIGHT SERVE THE PROJECT FOR A QUARTER OR SEMESTER TO HELP WITH COUNSELING DUTIES AND, AT THE SAME TIME, RECEIVE COURSE OR GRADUATE CREDIT FOR THEIR PRACTICAL EXPERIENCE IN GUIDANCE AND COUNSELING. OTHER COLLEGES AND UNIVERSITIES ARE REQUESTING THIS OPPORTUNITY FOR THEIR STUDENTS. IN ADDITION TO PROVIDING AID TO OUR COUNSELING STAFF, THE PROGRAM ACCOMPLISHES THE FOLLOWING OBJECTIVES:

1. PROVIDES SUCCESSFUL COLLEGE STUDENTS WITH WHOM UNSUCCESSFUL INMATES MAY ASSOCIATE AND IDENTIFY
2. INTERESTS QUALIFIED STUDENTS IN THE FIELD OF CORRECTIONS AND CRIMINAL REHABILITATION (THERE IS A DIRE NEED FOR QUALIFIED PERSONNEL IN CRIMINAL REHABILITATION WORK)
3. PROVIDES COLLEGE STUDENTS WITH A JOB WHICH WILL HELP FINANCE THEIR GRADUATE WORK WHILE THEY ARE RECEIVING EXCELLENT PRACTICAL EXPERIENCES, OFTEN COURSE OR GRADUATE CREDIT, IN GUIDANCE AND COUNSELING

A COPY OF THE "TRAINING PROGRAM FOR COLLEGE CO-OP STUDENTS" IS ATTACHED.

Family Counseling

Letters are written to inmate trainees' families which explain their enrollment in the vocational school and their need for encouragement from home. Families who had previously done neither now visit and write to the trainees. Upon the request of students, preparation of parents or wives for the student's release is sometimes made by members of the counseling staff.

The placement officer and counseling staff work closely to help inmates resolve problems that are interfering with their progress in vocational training. In all instances where a trainee desires placement in his hometown, or where his parents or guardian reside, the placement officer visits the home and talks with the trainee's parents or guardian whenever they are available. The visits give him insight into the family background and problems affecting the trainee's progress and he shares this information with the counseling staff. Welfare and social security agencies were often contacted with regard to financial problems, illnesses, etc., and these agencies were cooperative in helping to make the problems less critical.

When the first group of trainees graduated, they were told they might invite their families to the graduation exercises. Only a few family members attended.

WHEN THE SECOND TRAINEES WERE READY FOR GRADUATION, EACH STUDENT WAS GIVEN AN INVITATION (SEE THE ATTACHED EXAMPLE) TO MAIL TO THEIR FAMILIES. THE RESPONSE TO THE ACTUAL INVITATION WAS VERY GRATIFYING, SINCE AS MANY AS 30 FAMILY MEMBERS AND RELATIVES FROM ALL PARTS OF THE STATES ATTENDED THE GRADUATION AND RECEPTION.

Follow-up Program

To determine the effectiveness of the vocational and educational program at Draper, the placement officer and counseling staff developed a program of follow-up services wherein parolees will be observed and evaluated in a "free-world" setting--on jobs and in further vocational and educational training. Basic questionnaires were formulated to gather information from the parolee, his family, his employer, and when necessary from his parole supervisor. Basic questionnaires that are used by the counselors are designed to provide information for the following purposes:

1. To detect and act on any tendencies by the parolee toward recidivism

2. To help the parolee who becomes unemployed to get another job

3. To find out from the parolee's experiences what areas of the existing curriculum might be changed or amended to better help other parolees when they are released

4. To foster better acceptance by society of the parolee--particularly by employers and community groups

5. To determine how effective the vocational training and rehabilitation efforts have been

6. To investigate educational resources available to the parolee within the community where he works and lives

7. To refer the parolee to educational programs in the community

8. To share all pertinent data with penal authorities for their consideration and possible use

Pursuit of the follow-up program is hampered by a lack of personnel. The counseling staff's lack of time to perform the follow-up work in addition to their regular counseling duties with the present trainees and their recruitment, testing, and interviewing duties with new applicants prevented our getting a follow-up counselor right on the job as soon as these boys were released to society. As soon as it was possible for him to do so, our Personal Counselor visited the parolees, their employers, and their families.

We have requested permission to employ a Follow-up Counselor who can pursue this program to its full intent. It is our opinion that supportive services furnished these parolees during this crucial time of adjustment are vital to the success of the project's rehabilitative effort. Regardless of the quality of training the inmates receive within the project, or of their ability to perform well in their "free-world" jobs, they must be able to KEEP THEIR JOBS.

The performance of the follow-up program requires a varied pattern of contact methods. No set formula or exact regulation can be applied to all cases. However, a few general guidelines prepared by our Personal Counselor can be shared.

1. Always attempt to contact the parole supervisor who has jurisdiction of the graduate parolee. He may have recent, valuable information that you would need before making other contacts.

2. The name of the employer must be learned prior to contact and and introduction. Occasionally, this will require the possible use of several sources of information.

3. If possible, the employer or foreman should be contacted before talking with the parolee.

4. The purpose of <u>all</u> interviews and contacts is to obtain accurate information. Therefore, interviews should be conducted in a thoroughly detailed and business-like manner. Of course, being courteous, tactful, and friendly is essential. Avoid making any controversial statements. To avoid embarrassments for both employer and parolee, try to arrange for a private place to talk.

VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT
Draper Correctional Center
Elmore, Alabama

John M. McKee, Ph.D.
Project Director

Donna Seay
Assistant Project Director

TRAINING PROGRAM FOR COLLEGE CO-OP STUDENTS

College co-op students will serve as assistants to the vocational and personal counselors and may perform other duties related to the project. They will be employed one or more quarters or semesters.

These students will be under the supervision of experienced counselors whose qualifications are outlined in Attachment A. In addition to their direct relationship with the vocational and personal counselors, they will work with the Project Director, the Assistant Project Director, the Placement Officer, the Clinical Psychologist, the Remedial Instructor, and other members of the staff whose qualifications are also outlined in Attachment A.

The college co-op students will have opportunities to function in the following areas:

I. Collecting personal data through personal interviews and questionnaires

II. Appraising aptitudes for guidance purposes

III. Evaluating achievement in a Guidance Program

IV. Appraising personal qualities and interests

- A. Tests and inventories
  1. California Mental Maturity and Achievement Tests
  2. Kuder Preference - Vocational and Personal
  3. Differential Aptitude Test
- B. Rating scales
- C. Behavioral descriptions
- D. Anecdotal records
- E. Sociometric devices

V. Testing

A. Administering, scoring, interpreting

B. Organizing and profiling results and preparing both individual and group analyses

VI. Developing case-study procedures

VII. Participating in case conferences

VIII. Conducting and/or observing role-playing

IX. Appraising and using occupational-educational information

X. Conducting and/or observing group guidance procedures

XI. Working with the vocational placement officer

XII. Working with the remedial instructor

A. Administering programmed self-instructional (P.I.) materials

B. Preparing tests for P.I. materials

C. Administering tests for P. I. materials

D. Scoring tests for P. I. materials

E. Evaluating test scores for proper placement in other courses of programmed instruction

F. Evaluating P.I. as a means of educating this type of person

ATTACHMENT "A"

Staff members presently working in the experimental-demonstration areas as well as the ones in the vocational training sections, are well qualified for their positions. Attachment A presents a detailed listing of all personnel, their qualifications, experience, and education.

The following list of positions, names, and qualifications are employed under the experimental-demonstration phase of the project:

1. Project Director, Dr. John M. McKee; graduate of Emory University; Ph.D. in clinical psychology from the University of Tennessee; trainee in the Veterans Administration Psychology Training Program; staff psychologist at the University of Tennessee Psychological Service Center; Director, State Division of Mental Hygiene, Alabama Department of Health for nine years; Director of the Draper Experimental Project in Education and Rehabilitation; consultant in the use of programmed instructional materials for the disadvantaged youth and adults; nationally recognized for work in the field of corrections.
2. Assistant Project Director, Mrs. Donna Seay; graduate of Auburn University; Masters Degree in Trade and Industrial Education with a minor in guidance; manager and buyer in retailing; Distributive Education Coordinator at Sidney Lanier High School, Montgomery, Alabama, for nine years; Subject-matter (P.I.) Counselor, Draper Experimental Project in Education and Rehabilitation; consultant in vocational education.
3. Placement Officer, Walter Bamberg; college training in journalism and sociology; former radio and television announcer; eleven years of experience in hiring and supervising employees; wide experience producing and directing public affairs programs; known throughout Alabama by leader in civic affairs, labor, and business; president, Montgomery Asso[illegible]on

for Retarded Children; past-president, Normandale Civitan Club; Publicity Director, Alabama-West Florida District of Civitan International; past-president, P.T.A.

4. Personal Counselor, William H. Phillips; B.S. Degree from Millsaps College with major in education and minor in science; courses in High School Administration, Vocational Aids and Problems, Test and Measurements, and Vocational Education History at the University of Alabama; sixteen years as a teacher and principal in public schools; two and one-half years in military service teaching physics to pre-flight school cadets of the Air Force; eighteen years of experience with the Veterans Administration, with three positions being in the Vocational Rehabilitation Division as a Liaison Officer, as a Training Specialist in Vocational and Occupational Objectives and as an Educational Advisor.

5. Clinical Psychologist, Dr. C. J. Rosecrans (part-time Consultant); B.A. in Psychology, University of Arkansas; Ph.D. in clinical psychology, University of Tennessee; trainee in clinical psychology, Veterans Administration; Clinical Psychology Consultant, State Division of Mental Hygiene; Chief Psychologist, Department of Psychiatry, University of Alabama Medical School.

Positions, names, and qualifications of the staff members included under the vocational training sections are as follows:

1. Remedial (Basic Education) Instructor, Arthur J. Parsons; B.S. in Business Administration with minor in sociology; substitute teacher in college; lab assistant; Engineering Assistant; Classification Officer, Atmore State Prison, Alabama.

2. Vocational Counselor, Paul W. Cayton; B.S. Degree with majors in second[illegible] education and social studies and minors in English and physical e[illegible]ion,

Troy State College, Troy, Alabama; Masters Degree in education with major in curriculum and supervision and minor in administration, Auburn University; eighteen semester hours of post-graduate work in history, University of Alabama; thirty semester hours in guidance and counseling, Auburn University, University of Florida, and University of North Carolina; Class AA teaching certificate; two years of military service in Intelligence (G-2); one and one-half years of experience as a veterans high school continuation teacher; five years of experience as a part-time and full-time high school counselor.

FOLLOW-UP QUESTIONNAIRE

GRADUATE

Date_____

Name of Graduate_____ Address_____

Circle YES by any of the problems listed below that you now have.
Circle NO if you do not now have this problem
Answer other questions in space provided

YES NO 1. Not having adequate clothing

YES NO 2. Not being accepted by family

YES NO 3. Problems concerning wife

YES NO 4. Problems concerning children

YES NO 5. Not being wanted back in hometown

YES NO 6. Having habits formed inside prison that are hard to quit

YES NO 7. Staying away from "troublemakers" and "trouble places"

YES NO 8. Worrying about sickness in my family

YES NO 9. Not being able to meet the expectations of my employer

YES NO 10. Needing medical or dental treatment

YES NO 11. Feeling ill-at-ease among customers and other people with whom I come in contact

YES NO 12. Drinking-

YES NO 13. Not getting along with employer

YES NO 14. Not getting along with customers

YES NO 15. Not getting along with fellow workers

YES NO 16. Do you think that you are underpaid considering the work that you do?

YES NO 17. Is your work interesting to you?

YES NO 18. Do you consider your previous vocational training to be adequate for the demands that are made upon you now?

YES NO 19. Is there opportunity for advancement within your present job?

YES NO 20. Do you perform the greater part of your work during the day?

YES NO 21. Do you feel that you are "overworked" on your job?

YES NO 22. Are you presently enrolled in any type of school or training program?

YES NO 23. Are you a member of any recognized club or organization?

YES NO 24. Not including your vocational training, are you hampered by a lack of education?

YES NO 25. Do you make frequent out-of-town visits to friends or relatives?

YES NO 26. Not having enough money to support myself

YES NO 27. Not having enough money to buy needed tools and equipment

YES NO 28. Having to give my family financial help

YES NO 29. Not being able to successfully budget my money

YES NO 30. Not being able to pay debts

YES NO 31. Have you established a credit since your release?

32. How much is your indebtedness?

____ (1) Less than $50
____ (2) Between $50 and $100
____ (3) Between $100 and $200
____ (4) Between $200 and $500
____ (5) More than $500

YES NO 33. Have you been able to save any money?

YES NO 34. Have you established a checking account in a bank?

35. How much money do you allow per week for each of the following:

Room $_____
Food $_____
Clothing $_____
Savings $_____
Entertainments $_____
Other $_____
$_____
$_____
$_____
$_____

Describe_____

YES NO 36. Do you have girl friend?

YES NO 37. Are you dating more than one girl?

38. Who are your closest female friends?

YES NO 39. Do you have any close male friends?

40. How many good friends without prison records have you made in the "free world"?
__1 __2 __3 __4 __5 __6 ___more

41. Who are your closest male friends?

42. How do you spend you leisure (spare) time?

____ (1) reading

____ (2) sports activities***(specify activities) _____
(bowling, skating, spectator, etc.) _____

____ (3) watching TV _____

____ (4) movies _____

____ (5) dating

____ (6) attending church

____ (7) talking with "old" friends

____ (8) talking with "new" friends

____ (9) hobbies (specify hobbies) _____

____ (10) stay by myself most of the time

____ (11) other (specify others) _____

YES NO 43. Are you satisfied with your present living quarters?

YES NO 44. Had you rather be living and working in a different town?

FOLLOW-UP QUESTIONNAIRE

EMPLOYER

Graduate's name _____ Date _____

Employer's name _____

Firm _____ Address _____

Please circle either YES or NO

YES NO 1. Does the employee possess the necessary skills to effectively perform his job?

YES NO 2. Does the employee willingly accept rules and regulations governing the position which he holds?

YES NO 3. Does the employee cheerfully accept constructive criticism from those offering advice about the performance of his job?

YES NO 4. Is the employee eager to improve his skills in the trade?

YES NO 5. Has the fact that the employee is an ex-prisoner produced a negative reaction from customers?

YES NO 6. Does the employee own adequate clothing for his position?

YES NO 7. Does the employee maintain a neat appearance?

YES NO 8. Does the employee appear to be in satisfactory health?

YES NO 9. Is there a problem of having the employee's friends visit or call him too often while he is at work?

YES NO 10. To your knowledge has the employee ever reported to work while under the influence of alcohol?

YES NO 11. Do personal problems seem to have an adverse effect on his performance?

YES NO 12. Has anything occurred to give you reason to doubt his integrity?

YES NO 13. Would you be willing to recommend the employee to other employers?

CHECK ONE

1. How often is the employee absent from work? Never ____ Seldom ____ Occasionally ____ Frequently ____

2. How often has the employee been late in coming to work? Never ____ Seldom ____ Occasionally ____ Frequently ____

3. To what extent has the employee progressed in his trade since the beginning of his employment with you? None ____ Slightly ____ Moderately ____ Greatly ____

4. In general, how would you rank the relationships between the employee and the following:

A. The employer-- Satisfactory ___ Unsatisfactory ___
B. The customers ___ Satisfactory ___ Unsatisfactory ___
C. The Fellow-workers-- Satisfactory ___ Unsatisfactory ___

5. Do you believe that the employee has a positive attitude toward the project in rehabilitation which he has completed at Draper Correctional Center? Yes ___ No ___ Undecided ___

6. Do you believe the employee has a desire to succeed? Yes ___ No ___ Undecided ___

7. Does the employee have difficulty in budgeting his money? Yes ___ No ___ Undecided ___

8. How would you rank the employee's work performance? Below par ___ Satisfactory ___ Above average ___ Superior ___

9. How many hours each week is the employee employed by you?
Under 20 hours ___
21 - 30 hours ___
31 - 40 hours ___
Over 40 hours ___

10. What is the employee's average weekly income, including commissions and/or wages?
Under $50.00 ___
51 through $75.00 ___
76 through $100.00 ___
Over $100.00 ___

Rank the employee with relation to the following personality traits:

PERSONALITY TRAITS	5	4	3	2	1
INDUSTRY, ENERGY. Energy is application to school duties day by day.	Usually indifferent	Sometimes lazy.	Average in industriousness.	Hard worker; willing to do more than assigned.	Exceptionally diligent, eag to do more than assigned
RELATIONS WITH OTHERS. Helpfulness and cooperativeness with associates and superiors in manner and ct.	Surly, troublesome indifferent.	Sometimes difficult to work with.	Usually tactful and obliging; self-control	Always congenial and cooperative.	Highly cooperative; inspir cooperation.
EMOTIONAL STABILITY. Ability to control emotions.	Loses his head easily.	Apathetic; unresponsive.	Usually well controlled	Balance of responsiveness and control.	Notable and unusual contr of emotions.
LEADERSHIP. Ability to get others to cooperate.	Unable to lead.	Not usually a leader.	Sometimes displays leadership.	Leads well under most circumstances.	Displays marked ability to mo things go.
APPEARANCE. Such factors as cleanliness of clothing and person including care of hair, teeth, nails, etc.	Untidy carelessly dressed.	Clean, but careless of appearance and grooming.	Average in grooming and dress.	Neat dress well groomed.	Outstanding in fe.ie and cor
ABILITY TO LEARN. Ease in learning new methods, adapting to new situations, tasks.	Unable to learn.	Learns slowly.	Average rate of adaptation.	Above average in capacity.	Outstandi[illegible] and alertness
DEPENDABILITY. Faithfully carries out assignments. Bears full share of responsibility.	Needs constant watching.	Sometimes unreliable.	Responsible but needs some directions.	Very dependable; needs no discipline.	Thoroughly dep[illegible] worthy.
PUNCTUALITY	Always tardy.	Seldom on time.	On time but needs some prodding.	On time most of the time.	Always on time.
WORKMANSHIP. Skill of student in use of tools.	Sloppy	Many mistakes	Some mistakes	Good	Exceptionally Clean

FOLLOW-UP QUESTIONNAIRE

FAMILY
of

_____
(Name of Graduate)

Date _____

Person interviewed _____ Relationship _____

Address _____

Please circle YES or NO (and make comments, as necessary, in the space provided)

YES NO 1. To your knowledge, is the graduate fulfilling the obligations placed upon him by his employer?

YES NO 2. Is he contributing to the financial support of your family?

YES NO 3. Do you feel that the vocational training he received while in Draper Correctional Center has produced favorable results in his free-world behavior?

YES NO 4. Has he had problems in his adjustment to free society?

YES NO 5. Does he choose friends who have respect for the law and social order?

YES NO 6. Does the family accept him now as a member of the family rather than as an ex-convict?

YES NO 7. When not working, does he participate in any activities that might lead him into trouble with the law?

YES NO 8. Is his attitude toward the family favorable?

YES NO 9. Is he married?

YES NO 10. Is his wife living with him in your home?

YES NO 11. If he and his wife live with you, does this situation present additional problems?

YES NO 12. Does he confide in the family when problems arise?

YES NO 13. Is his personal appearance appropriate for the demands of his job?

YES NO 14. Does he accept the responsibilities of his job?

YES NO 15. Is the relationship between him and his employer satisfactory?

YES NO 16. Does he have the confidence he needs to successfully perform the tasks required in his job?

YES NO 17. Does he adequately budget the money he earns from his work?

Remarks: _____

_____

_____

_____

_____

The graduating classes
of the
Vocational Experimental-Demonstration Project
request the honor of your presence
at their
Graduation Exercises
on Friday, the twenty-ninth of October,
nineteen hundred and sixty-five
at three o'clock in the afternoon

Draper Chapel
Draper Correctional Center
Elmore, Alabama

R. S. V. P.

Reception immediately
following exercises

COMMUNITY INVOLVEMENT

The involvement of civic, church, other community groups, and individual employers in the rehabilitative effort of the project serves to inspire inmate-trainees to someday become business, civic, cultural, and religious leaders, or at the least, good citizens, in their own communities. Realizing that exposure to cultural and educational opportunities is a first step, community groups have cooperated with the Draper project in the following ways:

THE SERVICES OF COMMUNITY VOLUNTEERS WHO WERE EXPERTS IN THEIR FIELD WERE USED IN CONNECTION WITH OUR SUPPLEMENTARY TRAINING IN PERSONAL-SOCIAL RELATIONS AND DISTRIBUTIVE EDUCATION, AS WELL AS WITH THE WELDING AND ELECTRICAL APPLIANCE REPAIR CLASSES. COMMUNITY VOLUNTEERS CONDUCTED SEMINARS, LECTURES, DEMONSTRATIONS, ETC., WITHOUT BENEFIT OF REMUNERATION. MOST EFFECTIVE WAS THE METHOD OF BRINGING INTO THE CLASSROOM A COMMUNITY LEADER WHO IS AN EX-CONVICT. NOT ONLY IS SUCH A PERSON ABLE TO COMMUNICATE WITH THE INMATE-TRAINEES, BUT HE ALSO COMMANDS GREAT RESPECT FROM HIS INMATE AUDIENCE. BECAUSE HE HAS BEEN ABLE TO OVERCOME HIS PAST SO SUCCESSFULLY, AS EVIDENCED BY HIS INTRODUCTION TO THE INMATES AS A "SUCCESSFUL COMMUNITY LEADER," THE EX-CONVICT COMMUNITY LEADER IS A PERSON WITH WHOM THE INMATE-TRAINEES CAN REALISTICALLY IDENTIFY. SO SUCCESSFUL WAS THIS PROGRAM THAT IN ALMOST EVERY INSTANCE VOLUNTEERS WHO SERVED THE PROJECT THROUGH APPEARANCES BEFORE THE CLASSES BECAME INVOLVED IN OUR PUBLIC RELATIONS PROGRAM. FROM A FIRSTHAND EXPERIENCE THEY COULD RETURN TO THEIR COMMUNITIES AND DESCRIBE WHAT THEY HAD SEEN AND LEARNED. MANY OF THEM HAVE BEEN HELPFUL IN PLACING OUR GRADUATES BY INFORMING THE PROJECT OF JOB POSSIBILITIES AND BY ENCOURAGING EMPLOYERS TO HIRE OUR TRAINEES.

OUR SUCCESS HAS BEEN HAMPERED BY THE LACK OF ANY TYPE OF RECREATIONAL PROGRAM TO BALANCE THE EDUCATIONAL ACTIVITIES OF THE TRAINEES. WE BELIEVE THAT A RECREATIONAL PROGRAM, PROPERLY ESTABLISHED AND SUPERVISED, WOULD PROVIDE THE TRAINEES PHYSICAL EXCERCISE IN KEEPING WITH THE QUALITY OF THEIR EDUCATIONAL TRAINING. WITHOUT SUCH A PROGRAM, THE INMATE STUDENTS RETURN TO THE CELL BLOCKS AFTER CLASSES ARE OUT AND TO THE INFLUENCE OF HARD-CORE CRIMINALS WHOSE APATHY CREATES A SITUATION OF REAL TENSION AT THIS CRITICAL POINT IN THE REFORMATION OF THE STUDENTS' GOALS AND PURSUIT OF THEM.

THROUGH INQUIRIES DIRECTED TO THE NATIONAL RECREATION ASSOCIATION, STAFF MEMBERS ARE INVESTIGATING THE POSSIBILITIES OF OBTAINING FUNDS, FACILITIES, PERSONNEL, AND EQUIPMENT IN ORDER THAT A RECREATIONAL PROGRAM MIGHT BE PROVIDED FOR OUR STUDENTS.

THE TOWN AND GOWN PLAYERS OF BIRMINGHAM PRESENTED A MUSICAL COMEDY, "ONCE UPON A MATTRESS," TO THE INMATE POPULATION IN MAY OF 1965. THE RESPONSE OF THE INMATES WAS OVERWHELMINGLY FAVORABLE, AND THEY OFTEN QUESTION THE WARDEN AND THE PROJECT DIRECTOR ABOUT THE POSSIBILITY OF A REPEAT PERFORMANCE FROM THIS GROUP, OR OTHERS. THE INMATE AUDIENCE WAS PARTICULARLY SOPHISTICATED FOR A GROUP OF INCARCERATED YOUNG MEN, MANY OF WHOM HAD NEVER BEEN EXPOSED TO ANY CULTURAL PERFORMANCE OF THIS NATURE. THE COMPLIMENTARY PERFORMANCE BY THE THEATRE GROUP, THEIR DIRECTOR, AND THE MUSICIANS WAS INDEED APPRECIATED BY THE INMATE POPULATION. THE THEATRE GROUP HAS INDICATED AN INTEREST IN RETURNING TO DRAPER FOR OTHER PERFORMANCES AS OFTEN AS IS POSSIBLE.

A STATE COMMITTEE ON ART APPRECIATION AND PROMOTION HAS PROMISED TO BRING EXHIBITS TO DRAPER AND PLACE WORKS OF ART AS PERMANENT FIXTURES ON THE WALLS OF THE INSTITUTION. THEY ALSO WILL SEEK TO ENCOURAGE ARTISTIC IALENT OF THE INMATES.

A LEADING ALABAMA INDUSTRIALIST, FAMILIAR WITH OUR PROJECT BECAUSE OF OUR EFFORTS TO EFFECT A POLICY CHANGE WITH REGARD TO EMPLOYMENT OF EX-CONVICTS IN THE HUNTSVILLE AREA AND BECAUSE HE HIRED ONE OF OUR GRADUATES WAS ASKED TO ADDRESS THE ALABAMA PROBATION AND PAROLES ASSOCIATION AT A RECENT CONFERENCE IN BIRMINGHAM. THIS INDUSTRIALIST TOOK SUCH AN OPPORTUNITY TO INFORM THOSE ATTENDING THE CONFERENCE OF THE WAYS IN WHICH BUSINESS AND INDUSTRY MAY FACILITATE THE ASSIMILATION OF THE PAROLEE INTO FREE SOCIETY.

1. BE RECEPTIVE TO HIRING EX-PRISONERS WHO HAVE UNDERGONE TRAINING IN A VOCATIONAL AND PERSONAL REHABILITATION PROGRAM

2. SHOW PERSONAL INTEREST IN THE PAROLEE BY ENCOURAGING HIM TO FURTHER HIS TRAINING; BY COOPERATING WITH CIVIC GROUPS, SUCH AS THE JAYCEES, IN SPONSORING A RELEASEE; BY HELPING HIM TO FORM DESIRABLE ASSOCIATIONS THROUGH CHURCH GROUPS, RECREATION PROGRAMS, AND CLUB MEMBERSHIPS

3. ENCOURAGE PAROLEE TO TAKE ADVANTAGE OF ON-THE-JOB TRAINING SO THAT HE CAN BE UPGRADED FROM AN ENTRY LEVEL

4. INFORM DRAPER CORRECTIONAL CENTER (THE ONLY PENAL INSTITUTION WITH REHABILITATION AND TRAINING FACILITIES) OF YOUR FIRM'S EMPLOYMENT NEEDS--THAT IS, THE TYPES OF JOBS OPEN AND THEIR TRAINING PREREQUISITES

5. PARTICIPATE IN THE DRAPER REHABILITATION PROGRAM BY PROVIDING SPEAKERS OR CONSULTANTS FOR THE TRAINING CLASSES

6. SERVE AS SUBJECT-MATTER SPECIALISTS IN DRAPER'S DEVELOPMENT OF TRAINING MATERIALS UNIQUELY ADAPTED TO THE DISADVANTAGED LEARNER

7. THROUGH LEGISLATIVE EFFORTS, PUT THE DRAPER EXPERIMENTAL EDUCATION AND REHABILITATION PROJECTS ON A PERMANENT BASIS, AND EXTEND REHABILITATION THROUGHOUT THE PRISON SYSTEM, PARTICULARLY TO THE FRANK LEE YOUTH CENTER

8. SUPPORT EFFORTS TO ESTABLISH PRERELEASE CENTERS NEAR MAJOR CITIES, SO THAT RELEASE TO FREE SOCIETY BECOMES A PLANNED AND GRADUAL PROGRAM, RATHER THAN AN ABRUPT AND TRAUMATIC EXPERIENCE FOR THE PAROLEE

THE GRADUATION CEREMONY AND THE RECEPTION IS A PART OF THE PERSONAL-SOCIAL TRAINING OUR STUDENTS RECEIVE AS A SUPPLEMENT TO THEIR VOCATIONAL EDUCATION. SELECTED INMATES SPEAK BEFORE THEIR GRADUATING CLASS, AND ALL OF THEM ARE GROOMED FOR THE CEREMONY AND RECEPTION. THE RECEPTION IS ANOTHER OF THE OPPORTUNITIES FOR INVOLVING THE COMMUNITY IN THE REHABILITATION OF INMATES WHO WILL SOON BE RELEASED TO FREE SOCIETY. BUSINESS FIRMS WHO SERVE AS RECEPTION PATRONS DONATE FOOD, PUNCH, COOKIES OR LOAN STERLING TABLE APPOINTMENTS TO MAKE THE RECEPTION POSSIBLE. THEIR NAMES ARE PRINIED ON THE PROGRAM IN RECOGNITION OF THEIR COOPERATION AND TO

ASSURE THE GRADUATES THAT COMMUNITY LEADERS ARE INTERESTED IN THEIR FUTURE SUCCESSES. FOR MANY OF OUR GRADUATES, THE RECEPTION IS THEIR FIRST OCCASION TO PARTICIPATE IN A FORMAL SOCIAL EVENT.

CHURCH GROUPS HAVE BECOME INTERESTED IN THE PROJECT THROUGH TOURS OF THE VOCATIONAL SCHOOL AND IN HAVING STAFF MEMBERS ADDRESS SOME OF THEIR MEETINGS. ONE CHURCH GROUP HAS VOLUNTEERED TO PREPARE FOOD AND DECORATIONS FOR THE NEXT GRADUATION RECEPTION. OTHERS HAVE COLLECTED SHIRTS AND OTHER PERSONAL ITEMS TO BE FURNISHED THOSE INMATE-TRAINEES WHO NEEDED THEM WHEN THEY ARE PAROLED TO JOBS.

SEVERAL INDIVIDUAL EMPLOYERS HAVE NOT ONLY HIRED GRADUATES OF THE PROJECT, THEY HAVE ALSO AGREED TO SERVE AS THE PAROLEE'S COMMUNITY SPONSOR. IN SOME INSTANCES, THE PAROLEE LIVES IN THE EMPLOYER'S HOME. OTHER EMPLOYERS ARE WORKING TO HELP US ESTABLISH LOCAL COMMITTEES TO SPONSOR INDIVIDUAL PAROLEES WHEN THEY ARE RELEASED TO THE COMMUNITY.

MEMBERS OF THE ADVISORY COMMITTEE THAT SERVES OUR SPONSORING AGENCY, THE REHABILITATION RESEARCH FOUNDATION OF ALABAMA, HAVE BEEN INSTRUMENTAL IN SECURING SUPPLIES AND SERVICES THAT WERE NEEDED BUT WERE NOT PROVIDED FOR BY OUR BUDGET.

ALL OF THESE PEOPLE ARE WORKING WITH US IN AN EFFORT TO DEVELOP THE TOTAL PERSON. ALTHOUGH INMATES MAY BE TRAINED WELL IN A VOCATIONAL TRADE, THEY MUST ALSO BE TRAINED TO SEARCH FOR A BETTER WAY OF LIFE. IF WE CAN LEAD THEM TO AN UNFOLDING OF THAT WITHIN THEM WHICH IS CREATIVE, WE FEEL THEY WILL HAVE A BETTER CHANCE OF REMAINING IN AND CONTRIBUTING TO THE FREE SOCIETY TO WHICH THEY WILL BE PAROLED.

FURTHER, THE PEOPLE WHO BECOME INVOLVED IN THE PROGRAM EACH EXTEND OUR PUBLIC RELATIONS EFFORT IN HELPING TO CREATE AN OVERALL ACCEPTANCE BY FREE SOCIETY CITIZENS OF THE REHABILITATED PRISONER.

EVALUATION

At the end of the first year of the project's operation, over 100 men will have been placed. Unless trainees are successfully placed and stay on jobs, the project fails, regardless of the training inmates have received.

AFTER PLACEMENT, CERTAIN RECORDS AND REPORTS ARE BEING GATHERED AND EVALUATED TO PROVIDE INSTANT FEEDBACK OF VITAL INFORMATION. (REFER TO FOLLOW-UP PROGRAM IN COUNSELING SECTION.) MOVEMENT OF PAROLEES, PERFORMANCE, SUCCESSES AND FAILURES, TYPES OF PROBLEMS ENCOUNTERED BY PAROLEES, AND A RANGE OF OTHER SIGNIFICANT EVENTS REQUIRE RECORDING AND PROCESSING. THIS INFORMATION IS BEING SYSTEMATICALLY OBTAINED AND WILL BE FED INTO THE DATA PROCESSING UNIT OF THE BOARD OF CORRECTIONS IN ORDER TO DEMONSTRATE THAT VOCATIONAL AND INTENSIVE COUNSELING CAN REDUCE THE RATE OF RECIDIVISM.

THE EVALUATIVE DATA COMPILED WILL ALLOW US TO ACCOMPLISH THE FOLLOWING:

1. DETECT AREAS WHERE THE CURRICULUM CAN BE IMPROVED
2. ACCUMULATE SUPPORTIVE EVIDENCE TO INDUCE A GREATER NUMBER OF EMPLOYERS TO HIRE PAROLEES WHO HAVE COMPLETED THE TRAINING PROGRAM
3. PREPARE GUIDELINES FOR OTHER PRISON REHABILITATION PROGRAMS
4. DEMONSTRATE THAT A PERMANENT REHABILITATION PROGRAM IN PRISONS IS PRACTICABLE IN ORDER TO GAIN FINANCIAL SUPPORT FROM THE STATE
5. POINT OUT THE NEED FOR AND BENEFITS OF A PRERELEASE PROGRAM AND A HALFWAY HOUSE
6. COMPARE THE COST OF THIS TYPE OF PROGRAM AND THE RESULTING REDUCTION OF RECIDIVISM WITH THE COST INVOLVED IN INSTITUTIONALIZING RECIDIVISTS